UNIVERSITY OF PENNSYLVANIA

TYPES OF ERROR IN LATIN WORD KNOWLEDGE

BYRON K. HUNSBERGER

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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To

RALPH BEAVER STRASSBURGER

Normandy Farm

Gwynedd Valley

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CHAPTER I

PROBLEM AND LIMITATIONS OF THE STUDY

It is a common practice of teachers of Latin, in their efforts to lead pupils to know the meanings of Latin words, to give vocabulary tests. When the test papers of the pupils are examined, the words given by the pupils as meanings or answers are scored correct or incorrect. After marks or grades have been assigned to the pupils on the basis of their correct responses, it is often the case that little or no further use is made of the test papers, and, in particular, the incorrect responses are frequently set aside or ignored. The giving of the test seems to have been for the purpose of finding out how many words the pupils know. A test given and scored in this way measures, more or less accurately, the progress of the pupil in learning Latin words, but does not help to remedy the situation; it does not show the way to better teaching and a better mastery of Latin vocabulary. To accomplish this latter objective, diagnosis is necessary.

A careful examination of a large number of Latin vocabulary test papers of pupils should be a means of indicating to the teacher what vocabulary mistakes pupils make, whether they make the same kinds of vocabulary mistakes, and how they come to make those vocabulary mistakes which they do make. Such procedure is a step toward finding ways for the improvement of the teaching of vocabulary, and finding remedies for present teaching devices which are misleading or productive of inferior results. Such diagnostic investigation might prove to be more important than finding out how many words the pupils know. The importance of such an examination of the errors of the pupils in a vocabulary test may not be apparent at first, but does grow increasingly apparent as the investigation proceeds.

The problem of this study is, then, to discover what vocabulary errors first-year Latin pupils make in a vocabulary test,

and whether they make the same kinds or types of vocabulary errors. More particularly, this investigation seeks to answer the following questions:

1. Do those pupils who give wrong responses in a Latin vocabulary test, give the same kinds or types of wrong responses?

2. If those pupils who make wrong responses in a Latin vocabulary test make the same types of wrong responses, what are those types?

3. If those pupils who make wrong responses in a Latin vocabulary test make the same kinds of wrong responses, to what extent do they do so?

4. Is it possible to discover one or more tendencies or methods of thinking which appear to lead the pupils to make wrong responses?

What is meant by kinds or types of wrong responses can be shown best by illustrations. If a pupil gives the response **eye** for LACRIMA (**tear**), he is giving a response (**eye**) which is associated with the correct response (**tear**), and such response is classed with all the other responses which are not the correct meaning, but which are in some way associated with the correct meaning. Again, if a pupil gives the response **master** for DOMUS, he is giving a response (**master**) which is a correct response of a Latin word, DOMINUS, superficially similar to the test word DOMUS, and such response is classed as the meaning of a Latin word similar to the test word.

We do not assert that the pupil is or is not aware of such association of meanings or of such similarities as are mentioned above. The fact that such errors are made by pupils in greater or less degree has significance for the investigator, whether the pupil is merely guessing or really sees such associations or similarities.

The scoring and tabulating of the particular wrong answers given by many pupils often results in finding a comparatively large number of such erroneous responses. In order to discover whether there is some common tendency of those pupils who give wrong answers to give the same kinds of

wrong answers, the investigator must have some tentative criteria by which to judge what are types or classes of wrong answers. The present investigator had such tentative criteria at hand in the ACL multiple choice test, to be described later.[1] In this test the suggested erroneous responses were so chosen as to represent three distinct types:

(1) Responses suggested by a superficial similarity of the Latin word to an English word; as GERO, **gear.**

(2) Responses suggested by a confusion of the Latin word with another partially similar Latin word; as NOX, **we,** through confusion with NOS.

(3) Responses chosen at random.

The same test words were then given by the present investigator in the recall form to first-year Latin pupils to see whether the pupils would give the same individual wrong responses and the same kinds of wrong responses as they did in the multiple choice test, and also whether they would give any additional wrong responses. The three types of error contemplated by the author of the ACL test are consequently to be regarded as hypothetical in this study, the purpose of which is to determine how nearly they represent the actual responses which pupils make in the free recall which most nearly resembles the translation situation.

Knowledge of Latin vocabulary or Latin word knowledge is, in published Latin vocabulary tests, usually understood to mean such acquaintance on the part of the pupil with any particular Latin word that, when he sees this word in print, he will at once be able to associate with it an equivalent English meaning; or, if several suggested meanings of the Latin word be given, one of which is correct and the others incorrect, the pupil will be able to choose and mark the correct meaning. In this sense Latin word knowledge is used in the present study. This is essentially the type of word knowledge characteristic of the translation method of teaching Latin, and is not so appropriate to the functional method.

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[1] See page 18, Types of Error.

It is thus clear that we are investigating the passive and not the active Latin vocabulary of the pupil. That is, the Latin word is presented to the pupil and he is asked to give its equivalent or choose from among several suggested equivalents the correct one or the best one. On the other hand, the pupil is not asked to give the Latin equivalent or meaning of any given English word, phrase, or idea. This distinction is made clear by Carr:[2]

"The investigation which I am now reporting was directed to measuring one specific ability, namely, the pupil's passive English vocabulary; that is, his ability to understand words when he meets them in the writing of the speech of others, regardless of his ability to use them in his own speech."

In measuring the achievement of pupils in foreign language study, the measurement of vocabulary is one of the chief items. In the past, before standardized tests were known, teachers frequently made use of lists of words prepared by themselves or by text book authors. Little or no effort was made to compare results of such informal testing between schools or between periods of time. The rise of scientific testing procedure has brought about the construction of standardized foreign language vocabulary tests.

Satisfactory standardized tests for the purpose of measuring ability in the various foreign languages are being sought. Some tests satisfactory in one or more respects are found to be defective in other respects. For example, the scorer of the Henmon Latin tests[3] is confronted by the necessity of deciding whether the translation of each word is correct or not. The directions for scoring are: "Score each word as right or wrong, any translation given in a standard Latin dictionary being granted full weight." Since no key is furnished with the test, and since the words are not used in any context, the amount of time required to score the test papers of pupils taking the test is almost prohibitive.

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2 Carr, W. L., First-year Latin and growth in English vocabulary. (School and Society 14: 192-98, September 1921.)

3 Prepared by V. C. A. Henmon; published by World Book Company, Yonkers, New York. See page 40 of this dissertation.

This difficulty is avoided by the use of multiple choice tests, such as the American Council modern language tests in French and German.[4] These tests can be scored rapidly and objectively by means of the keys supplied. The prevailing type of foreign language test is the multiple choice test. This consists of five suggested meanings or translations for each word of the test, one of which is the correct or best meaning. The four incorrect meanings or responses are selected in various ways by the test maker. The usual procedure is to include such suggested responses as will puzzle the pupil or actually mislead him into giving or checking a wrong response. Up to the present time these suggested responses appear to have been chosen subjectively; that is, by the test maker, without having first investigated what sort of responses pupils are likely to check or give.[5]

Another question which arises in connection with the study of wrong responses in Latin vocabulary tests has to do with the form or wording of the items in such a test, particularly when in the multiple choice form. Can the procedure in select-

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[4] Published by World Book Company, Yonkers, New York.

[5] The investigator has received the following statement from Dr. Arthur S. Otis of the World Book Company: "We have your letter asking how the alternative responses were selected in the Alpha French Test, Part I, Form A. The custom in making up an alternative answer test of this type is to select the wrong answers in such a way that they are most likely to seem plausible to the examinee if he does not know the right answer. In other words, we deliberately try to lead the pupil astray so as to diminish the probability of his getting answers right by chance if he does not really know the answer. You will realize of course that if a pupil actually knows the right answer, he will not be appreciably influenced by the alternative answers, for we might say that if he is influenced in any way by the alternative answers, then he is not as sure of the right answer as he should be."

From Dr. Ben D. Wood, of Columbia University, the following explanation was received: "The wrong responses in the vocabulary test were made up entirely subjectively, and no objective study has been made of the frequency with which each of the wrong responses has been given. I think Dr. Otis has overemphasized the misleading qualities of the wrong answers. In our earlier tests, we did use all kinds of tricks to mislead the student who might indulge in guessing, but we found that such tricks lowered the reliability of the test, and we have therefore avoided all tricks and ambiguities so far as we could by subjective methods."

ing the suggested erroneous responses of the multiple choice foreign language vocabularly test, and particularly in Latin, be improved? An analysis of the results of test papers should help also in the wording of vocabulary test items of the multiple choice type.

There were offered to the investigator as material for this study over a thousand multiple choice Latin vocabulary test papers. This test, known as the American Classical League Special Latin Vocabulary Test, or the ACL multiple choice test, was constructed by Grinstead,[6] in accordance with the technique described in McCall's **How to Measure in Education.** This test consisted of 150 words selected from four well-known first-year Latin books. These words were arranged in five parts of thirty words each.

Obviously, in a multiple choice test, the particular errors and the types of error are both closely limited by the suggested responses themselves. In order to find out what responses and what kinds of responses pupils make independently of the suggestions in a multiple choice test, the words of the ACL multiple choice test were reprinted by the present investigator in the form of a recall test and given to more than thirteen hundred pupils. Only the first thousand of these recall test papers received by the investigator were used.

The data of this study, consequently, consist of two sets of test papers, 1021 multiple choice and 1000 recall of the same Latin words. These data are described and analyzed in detail in the following chapters. The results of the ACL multiple choice test are reported in Chapter II, and the discussion of the results of the recall test begins with Chapter III.

The purpose of the study is: (1) to find out what errors and what kinds of errors are made by pupils in a Latin vocabulary test, and in what proportion these errors are made, and the mental processes or types of thinking which appear to lead to each kind of error; (2) to see if some improvement

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[6] Grinstead, Wren Jones. A study of word learning through beginning Latin texts, unpublished papers, Chapter II, Analysis of beginning Latin texts. Cf. McCall, How to Measure in Education, Chapters VII-IX.

can be made in the selection of wrong responses in test items; and (3) to find suggestions for teaching vocabulary.

A definite contribution should be forthcoming as to sound procedure in selecting the suggested wrong responses in a multiple choice vocabulary test, but there is no intention of suggesting how the test words themselves should be selected. The study is not an investigation of any test as a measuring instrument, nor is it an attempt to determine the superiority of any test over any other test. The test used was employed, so far as this investigation is concerned, solely for the purpose of collecting data of erroneous responses in vocabulary.

CHAPTER II

THE ACL MULTIPLE CHOICE TEST PAPERS.

In 1924 the ACL multiple choice Latin vocabulary test was given to various groups of pupils scattered throughout the United States. 1021 pupil test papers were returned.

A complete copy of the test is reproduced below. The correct or best response is printed in heavy type for the information of the reader. In the test papers, as given to the pupils, the suggested responses were, of course, all printed with the same size and style of type.

A. C. L. Special Latin Vocabulary Test

Do not turn over the page until you are told to do so.

Write your name .....

Boy or girl.....Age: years..... months.....

Grade..... School.....

City ..... State.....

What is your teacher's name?.....

How long have you studied Latin?.....

What first year text or texts have you used?.....

In this test there is a list of Latin words. After each Latin word there are five meanings, only one of which is correct. YOU ARE TO UNDERSCORE THE CORRECT MEANING. It will be counted WRONG if you underscore more than one meaning in any line.

Work as fast as you can, but be sure that your answer is as nearly correct as you know. If you come to one you do not know, go on to the next. If you have time, go back and try the ones you have omitted.

Sample of correct answers:

ET in order that...while...hop-scotch...**and**...is.
LONGUS inmost...**long**...language...mercy...longitude.

ARE YOU ALL READY?

When the teacher says so, turn the page and BEGIN.

Score.....

TO THE TEACHER: This test is for pupils near the end of their first year of Latin. Have the pupils seated at separate desks. Distribute the test papers, telling the pupils not to open them until you give the word. Have each pupil fill the blanks at the top of this page.

Explain to pupils that the test is to show how many Latin words they know. Urge them to do their best, as they will be compared with freshmen in other schools and cities. Read over the instructions which follow the blanks, pausing for explanation where it seems needed. Emphasize correctness and the exact following of instructions. Warn them that no questions will be answered after they once begin.

When all are ready, say: "Open the test papers, begin."

There is no time limit, but one class period should be more than enough. When practically all have finished, say: "Close your papers." Then collect them quickly.

If you wish to report the grades to the pupils, score the papers and copy the scores. Then send the papers at once to W. J. Grinstead, care Department of Latin, George Peabody College for Teachers, Nashville, Tennessee.

PART I

1	PULCHER	prince..b**eautiful**..circulate..pulchritude ..stumbling block
2	LINGUA	mariner..letter..leave..ire..**tongue.**
3	DOMUS	domestic..radius..**house**..gift..evince.
4	SERVUS	wipe..service..aha..**slave**..saved.
5	CELER	clamorous..concealer..cellar..strove.. **swift.**
6	VULNERO	arrow..I upset..**I wound**..a wound..bowl.
7	VENIO	conquer..**come**..idea..see..panic.
8	FILIUS	faithful..giant..**son**..filial..peaceable.
9	CAPUT	survey..he takes..cape..**head**..challis.

10	NOX	publish..we..extremity..**night**..soon.
11	HOMO	homage..prepare..home..betwixt..**person.**
12	SEDEO	**I am sitting**..war..applause..sedentary..I persuade.
13	AUDIO	threat..auditor..dare..bought..**hear.**
14	PROFICISCOR	finish..stale..commerce..profit..**start.**
15	MORIOR	**I die**..I delay..I harden..mortal..over.
16	NAVIS	pedigree..**boat**..sailor..navy..gentlewoman
17	VIVO	I surpass..vivid.. congressional..conquer..**I am alive.**
18	LITUS	interruption..letter..**beach**..material..joyful.
19	TRANO	train..realize..**swim over**..granulate..across.
20	VIRGO	sinless..virginity..doublet..manly..**young woman.**
21	CENA	clime..dear..scene..strainer..**dinner.**
22	LACRIMA	lake..lachrymal..conceive..**a tear**..lineal.
23	NASCOR	goat..**be born**..learn..nasty..park.
24	SOCIUS	antagonist..society..**comrade**..father-in-law..money.
25	DESILIO	desire..cease..rinse..**jump down**..drainage.
26	SENATUS	old man..**council of nobles**..crew..welfare..senator.
27	DIMITTO	repair..dismissal..eighty..**adjourn**..go apart.
28	TRADUCO	go across..tell a lie..genius..renown..**lead over.**
29	VALLUM	ford..opposition..**breastwork**..infancy..valley.
30	SERVO	allay..serve..**keep**..servant..whosoever.

PART II

1	POPULUS	skeleton..ravage..creamery..popular..**nation.**
2	VINCO	shady..**conquer**..wink..distinguish..capture.
3	DO	essential..**give**..do..rapture..two
4	NULLUS	any..**none**..puss..nullify..expend.
5	AESTAS	whatever..**summer**..age..amid..ice.
6	GERO	gear..**carry on**..oilcloth..war..hand-made.
7	GRAVIS	nuptial..**heavy**..headlight..a grave..gravity.
8	NOVUS	proposition..nine..**new**..famine..novelty.
9	MALUM	ministry..I would prefer..exhale..apple tree..**evil.**
10	COPIA	scarcity..copious..shepherdess..**plenty**..dandy.
11	RES	**fact**..foot..twelfth..real..beside.
12	DEBEO	**I ought**..I order..dip..debt..sat.
13	PARS	make ready..discard..**share**..sanctuary..equal.
14	PARO	equally..saddle..dismiss..obey..**get ready.**
15	IMPERIUM	imperative..misdemeanor..emperor..**..authority**..income.
16	VOLO	I call..treachery..casualty..volunteer..**I will.**
17	INOPIA	insight..lacking..abundance..**scarcity**..membership.
18	VERTO	plead..upright..**turn**..true..**hat.**
19	AGO	**do**..approve..waken..I..age.
20	PUTO	chisel..ask..**think**..successful..**put.**
21	PATIOR	patter..scribble..patient..describe..**let.**
22	PETO	**aim at**..Peter..cultivation..think..headquarters.

23	OPUS	on account of..burden..revenue..duly.. **achievement.**
24	NEGOTIUM	photograph..ease..**business**..negotiate ..frontier.
25	MALO	inferior..**I prefer**..midway..male.. I am bad.
26	AUCTORITAS	brink..authorize..tidings..legal power.. **influence.**
27	POTESTAS	consultation..you are able..powerful.. sooth..**power.**
28	GAUDIUM	**joy**..greediness..overhear..gaudy.. zeal.
29	CREO	despite..grow..scotch..creator..**make.**
30	CONSILIUM	consulship..slang..assembly..**cradle**.. **decision.**

PART III

1	AD	without..away..**to**..afternoon..add.
2	CUM	**with**..seriousness..decrease..then.. come.
3	SINE	I allow..sin..laxative..**without**.. agreeable.
4	EX	former..**out**..pledge..fork..go out.
5	ANTE	bench..ancient..**before**..typewriter.. Auntie.
6	PROPTER	clay..**on account of**..especially..beyond ..stone.
7	-QUE	queue..**and**..sympathetic..who..catch.
8	NEQUE	nowhere..fortune..**and not**..plate.. never.
9	UT	and..league..mob..**so that**..use.
10	PRO	prow..conductor..go forward..**for**.. spinach.
11	SI	so..after..he..wonder..**if.**
12	DE	scan..diameter..god..a long time.. **down from.**
13	ATQUE	equally..**and**..brazen..toast..among.

14	CUR	run..delegate..**why**..dog..selfishness.
15	VIX	**scarcely**..temperate..fourteen..force ..cold.
16	INTERIM	invasion..**meanwhile**..journey..oh.. again.
17	ADVERSUS	alms..adverb..adversity..whistle.. **against.**
18	INTER	intend..**among**..mayor..meanwhile.. march.
19	UBI	**when**..jovial..there..city..navigable.
20	QUAM	**as**..whence..sunbeam..who..chemical.
21	QUOD	this..brooklet..why..throttle..**because**
22	COTIDIE	deadly..today..cottage..**every day**.. shall.
23	NUM	is this so?..excessive..for..**this is not so, is it?**..quinine.
24	STATIM	state..**on the spot**..bookcase..stealthily ..wreck.
25	–NE	furthermore..not..**is this so?**..This is not so, is it?..perspiration.
26	VERO	**in fact**..very..hitherto..perjure..fear.
27	SIMUL	absolute..simultaneous..you'll..**at the same time**..like.
28	SATIS	you sat..**plenty**..vertical..assume.. satisfy.
29	ITAQUE	**accordingly**..knowledge..listerine.. finally..and a march.
30	TANDEM	nevertheless..endless..tandem..**at length**..slack.

PART IV

1	DUO	I do..**two**..express..leader..pupil.
2	QUI	tam-o'-shanter..**who**..where..carnal.. this.
3	NOSTER	**our**..patent medicine..favorable..we.. proficient.
4	TU	your..two..humorous..**you**..partition.

5	TANTUS	shell..excellency..how large..**so great..** tantamount.
6	EGO	**I**..I fail.. I lead..ago..providence.
7	VESTER	evening..girdle..vest..protest..**your.**
8	QUISQUE	**each one**..then..a certain..bust.. inquire.
9	ALIUS	alien..**another**..value..tall..austere.
10	NOS	primitive..not..**we**..fertilize..our.
11	UNDE	mite..**whence**..thence..liquor..wave.
12	QUIS	each..terminal..that..**who**..call.
13	NEUTER	plummet..nobody..thing without sex.. **neither one**..forerun.
14	QUIDAM	tease..**a certain**..quid..can't..same.
15	HODIE	hinder..for a long time..yesterday.. nervousness..**today.**
16	UNDIQUE	finally..**on all sides**..manner..mail..and whence.
17	HIC	**this**..that..nimble..**his**..**heretic.**
18	ITA	march..**thus**..kilogram..go..successive.
19	IBI	motor..where..then..hydrometer.. **there.**
20	IDEM	I'm..a certain..**same**..identify..mood.
21	ALIQUANDO	**at some time**..aspire..victory..leaving.. other.
22	UTER	mutual..they'll..I use..udder..**which of the two.**
23	SUUS	our..swept..himself..defend..**her own.**
24	IPSE	joy..that..**he himself**..maintenance.. often.
25	DEINDE	dying..treasurer..**then**..dispute.. on all sides.
26	QUANDO	chapter..how large..**at any time**..suppress..quandary.
27	ULLUS	which of the two?..tumult..none..**any**.. last.
28	ILLE	model..this..**yonder**..implement.. island.

29	QUO	thither..**whither**..building..throttle.. to whom.
30	EO	pancake..I..feel..in this place..**thither.**

PART V

1	OCTO	regulate..I ought..vesper..octagon.. **eight.**
2	LIBER	**book**..magician..we..freedom..library.
3	ALTUS	altitude..axle..the other one..urgent.. **high.**
4	MULTUM	grind..multitude..outright..large.. **much.**
5	DEUS	drove..**god**..for a long time..rheumatism..day.
6	LIBERI	liberty..jacket..manager..books.. **children.**
7	DIU	**long time**..divinely..refrigerator..day.. enamel.
8	SUMMUS	condemn..**top of**..summer..army..we are.
9	REDDO	brace..**give back**..read..tomb..go back.
10	DEPONO	**set down**..don't..take from..heel.. depot.
11	PAREO	parent..**obey**..rug..prepare..distort.
12	VIGINTI	watching..**twenty**..invent..maiden.. enslave.
13	ANTIQUUS	narrow..tune..antiquity..**ancient**.. better.
14	QUARTUS	center..measure..four..swarm..**fourth.**
15	PECUNIA	pecuniary..sentence..**money**..peculiar ..defer.
16	ITER	assert..between..again..**trip**..lighten.
17	SPES	**safety**..association..**hope**..woody.. space.
18	EXEO	peck..be away..doorway..**go out**..fox.
19	LIBENTER	**willingly**..they are set free..jubilee.. carefully..luncheon.
20	DEXTER	left..Exeter..clan..**right**..resurrection.

21	COMMUNIS	**common**..fortify..consist..community ..south-eastern.
22	DEFENDO	discretion..defender..**ward off**..complete..defense.
23	HORTOR	horseshoer..gardener..**urge**..hurt.. myself.
24	MENS	mountain..hoary..**mind**..month.. needlewoman.
25	CERTUS	**settled**..come..other..stately.. certainly.
26	SUPPLICIUM	and..**punishment**..supply..tether.. suppliant.
27	LAETUS	light..loathe..**happy**..wide..knave.
28	SAVEUS	vast..often..servant..**cruel**..attorney.
29	MATURO	mother..nasal..**make haste**..hoot..ripe.
30	CONTENDO	signify..**struggle**..content..crusade.. hold together.

THE 1021 TEST PAPERS

In order to present a complete description of the background of the test papers of the pupils, the following information is given with reference to those pupils participating in the test.

1. **Geographical distribution.** Pupils participating in the test given May, 1924, were distributed as follows:

New England States	135 pupils
Middle Atlantic States	197 "
North Central States	293 "
Middle Western States	205 "
Southern States	191 "
Total	1021 pupils

The number of different cities participating was 18, the number of different schools 21, the number of different class sections 46, and the number of different teachers 32.

All the schools participating were of the grade and quality of public high schools, and all were named either senior or

junior high schools, with the exception of one, which was called "Centralized."[2]

2. **School grade of pupils.** The great majority of the pupils were in the ninth grade or first year of high school. In a few class sections there were many tenth graders, comparatively, but our data do not enable us to determine what percentage were in other grades than the ninth. However, in reply to personal notes of inquiry, more than half of the 32 teachers who co-operated in the investigation stated that all the pupils were taking first-year Latin, but that a few were repeaters; and that all those above the ninth grade were taking beginning Latin for the first time. But no teacher set down exactly how many of the group were repeaters. This supplementary inquiry was made in 1929, five years after the test was given. Consequently, nearly half of the teachers could not be reached or did not reply to the inquiry.

3. **Distribution of pupils by sex.** There were 447 boys and 502 girls in the investigation. 72 papers omitted to designate boy or girl. Whether boys or girls are superior in learning Latin words is not demonstrated by this experiment, because no significant differences appeared.

4. **Distribution of pupils by chronological age.** The median ages of the several class units ranged from slightly more than fourteen and a half years to slightly more than fifteen and a half years. Our data are not complete, because 74 papers omitted to indicate age or birth date.

TREATMENT OF DATA

Many of the test papers were first scored by the teachers who gave the test. The present investigator scored or rescored each paper with the utmost care, using the key in each instance, thus making the scoring as nearly objective as possible.

Since the present study is concerned primarily with the incorrect responses, master sheets were made, upon which the

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2 The names of the co-operating schools and teachers are listed in Appendix 2, page 132.

tallies were posted for each incorrect response. From these master tally sheets the final tabulation of incorrect responses was transferred.[3]

TYPES OF ERROR

The possible number of types of incorrect responses was closely limited by the way in which the test was constructed. The following quotation will show this:[4]

> Five possible meanings were offered the pupil for each word. As the correct meaning, there was chosen, if possible, a different word from the one commonly given in Latin vocabularies, unless such commonly-given meaning seemed distinctly the best that could be found. Two of the wrong responses were chosen at random from Thorndike's list.[5] The other two wrong responses were "teasers" or misleading suggestions. These were obtained in the following way: Several of the judges who had first rated the words for difficulty were also asked to give four or five wrong responses which they had found pupils inclined to make. From these suggestions and others derived from the investigator's own experience, two misleading responses were chosen. These represented in the main the following types: (a) responses suggested by a superficial similarity of the Latin word to an English word; as GERO, **gear**; (b) responses suggested by a confusion of the Latin word with another partially similar Latin word; as NOX, **we**, through confusion with NOS; (c) responses suggested by the similarity of the Latin word to an English derivative of a different part of speech or meaning; as, VIRGO, virginity.

For the purpose of keeping the number of types of erroneous responses as low as possible, the present investigator included English derivatives in the type of superficial similarity of the Latin test word to an English word. There were thus three distinct types of error recognized, as follows:

1. The response resembles the Latin word of the test.

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[3] The complete tabulation of the incorrect responses of the ACL multiple choice test is given in Appendix 3, page 134.

[4] Grinstead, Wren Jones. A study of word learning through beginning Latin texts, unpublished paper, Chapter II, Analysis of beginning Latin texts.

[5] Thorndike, Edward Lee. The teacher's word book, Teachers College, Columbia University, 1921.

2. The response is an English equivalent of some Latin word resembling the word of the test.

3. The response is a word taken at random.

Our data are not sufficient or of the kind to make the work of classifying the wrong responses entirely objective. If we knew why the pupils checked those responses which they did check, we could use these reasons to guide us in assigning many of the responses to their proper types. But it was impossible, after five years, to get such reasons from the pupils who took the ACL test.

However, in order to make the classification more nearly objective, seven adults, four of whom were teachers of Latin, were consulted as to the validity of the classification of some of the responses. These persons will hereafter be referred to as the judges.

Most of the wrong responses of the 1021 pupils easily and obviously fell into some one of these three classes or types. But some of the words resisted classification. The investigator accepted the responsibility of deciding the class to which to assign each word. All doubtful responses were considered in the light of the opinions of the seven adult judges, who, in most instances, differed in their opinions. In all such cases the investigator cast the deciding vote.

Those responses which proved difficult to classify could have been omitted. But, on the whole, it seemed best to classify each and every response, in order to make the report complete. The reclassification or the omission of the comparatively few doubtful responses would not change or invalidate the main types of erroneous responses as stated above.

These three types of erroneous responses will now be considered in order and in detail.[6]

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[6] In Appendix 3 are listed all the incorrect responses to each word together with the investigator's classification of each response, and the percentage of pupils checking each suggested response. In consequence of this only a comparative few of the suggested responses will be presented here in the text. Those responses which are presented here are those which were found to be difficult to classify or apparently involved some other principle or source of error.

1.

The Incorrect Response Resembles the Latin Word of the Test.

Test Word	Incorrect Response	Percentage of Pupils Checking this Response
1.1 PULCHER[7]	prince	1.5

One of the judges was of the opinion that the response **prince** was checked by the pupil because it is the meaning of some Latin word similar to PULCHER, perhaps PRINCEPS. Three of the judges were of the opinion that some other reason besides similarity to the Latin word of the test or the fact that the response was the meaning of another Latin word similar to the Latin word of the test caused the pupil to check this response. One of the judges suggested that the pupil had in mind the idea of **excellence** or **prominence** as the meaning of PULCHER.

1.28 TRADUCO	tell a lie	0.9

There is apparently an additionel step here. It is possible that in the pupil's mind the thought is TRADUCO, **traduce, tell a lie.**

2.16 VOLO	volunteer	8.4

VOLO does sometimes mean **volunteer,** although in the ACL multiple choice test this meaning is counted wrong. There are other instances of a possibly correct response being counted incorrect. On this account the test should be named a "best meaning test."

2.18 VERTO	upright	7.6

An intervening step here would seem to be that VERTO suggests **vertical** and **vertical** suggests **upright.** Or, **upright** might suggest **vertical,** which is so similar to VERTO as to induce the pupil to check this as his choice of response.

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[7] The number preceding the period is the serial number of the part of the ACL multiple choice test, and the number after the period refers to the word in that part of the test. Thus 1.1 PULCHER signifies that PULCHER is the first word in part one of the ACL multiple choice test; and 2.16 VOLO signifies that VOLO is the sixteenth word in part two of this test.

2.26 AUCTORITAS legal power 29.8

Apparently AUCTORITAS suggests **authority** and **authority** means, in the pupil's mind, **power** or **legal power** or both.

3.4 EX former 2.4

The thought in the mind of the pupil seems to be that EX (Latin) means **ex** (English prefix), and that **ex** means **former**; as **ex**-president.

3.14 CUR dog 6.3

This is another example of an additional step in the process of thought, which appears to be: CUR (Latin) means **cur** (English), which is a synonym for **dog.**

3.28 SATIS you sat 13.8

Besides the similarity of SATIS and **sat,** there is the added fact, in this word, that the final **s** might be mistaken for the person sign of the verb, meaning **you.**

4.1 DUO I do 1.2

The final **o** might be mistaken for the person sign of the verb, meaning **I.**

4.13 NEUTER nobody 8.7

This response appears to be due to an extension of the meaning of the English word **neuter** on the part of the pupil. One of the seven judges thinks that this response is due to a "vaguely verbalized idea." Another judge thinks that **neither of the two** (a meaning commonly given in vocabularies) meant **nobody** to the pupil. A third judge considers that the grammatical meaning of neither masculine nor feminine has influence, and that therefore **nobody** is, in the opinion of the pupil, a correct meaning. A fourth judge thinks that NEUTER was confused with NULLUS.

4.13 NEUTER thing without sex 14.9

One more instance of an additional step in thought: NEUTER (Latin) meaning **neuter** (English), which means **thing without sex.** (?)

5.7 DIU divinely 4.2

One judge suggests that DIU is similar to DEUS. This may have influenced the pupil in addition to the similarity to the suggested response.

5.14 QUARTUS measure 3.4

Apparently another instance of considering the response as an equivalent of an English word, **quart**, suggested by the test word QUARTUS.

5.18 EXEO doorway 3.7

It seems obvious that **exit** and **doorway** are considered synonyms by the pupil.

5.29 MATURO ripe 23.8

Two judges considered this another instance of giving the synonym, **ripe**, instead of the word **mature** which resembles the test word.

SUMMARY

There were 118 suggested responses of this type, comprising the total number of pupil-responses[8] of 15, 478.

2.

The Incorrect Response is an English Equivalent of Some Latin Word Resembling the Word of the Test.

Test Word	Incorrect Response	Similar Latin Word	Percentage of Pupils Checking this Response
1.5 CELER	concealer	CELO	3.0

Although **conceal** is the meaning of CELO, **concealer** contains the same root idea and is easily confused by the pupil. Furthermore, the ending **er** of both words is apt to add to the confusion.

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[8] If one pupil checks one suggested response, this is called one pupil-response. If two pupils check one suggested response, this is called two pupil-responses. If 340 pupils check one suggested response, this is called 340 pupil-responses, and so on. 15,478 pupil-responses signifies that 15,478 individual responses of this type were checked in the papers of the 1021 pupils in the investigation.

1.6 VULNERO arrow ARUNDO 1.5

Since **arrow** and **wound** are frequently used together in Latin, it may be that the pupil is responding to the wrong part of the phrase **wounded by an arrow**, when he checks arrow, and that ARUNDO does not enter the picture at all.

1.25 DESILIO cease DESINO 10.1

One judge thinks that **cease** is a guess.

1.27 DIMITTO go apart DI + EO (?) 39.9

Two judges consider that this response was vaguely verbalized, and that there was reaction only to part of the word, DI.

1.28 TRADUCO go across TRANSEO 23.9

One judge thinks that the response is due to a vaguely verbalized idea, and that there is reaction to only one part of the Latin word, TRA. A second judge thinks that the response is the result of thinking of a synonym to TRADUCO and meaning **go across**; as **traverse.**

2.2 VINCO capture ? 9.5

One of the judges thinks that the pupil regarded **capture** as a synonym of **conquer.** Another judge thinks that the similarity in meaning of **capture** and **conquer** influenced the pupil. Two judges state that the idea was vaguely verbalized and that the pupil failed to distinguish between the two words **capture** and **conquer.**

2.6 GERO war BELLUM GERO 2.5

This is an instance of responding to the wrong word of several words frequently used together. See comment on 1.6 VULNERO, above.

2.15 IMPERIUM emperor IMPERATOR 40.6

Two judges think that the response is due to the similarity of the English word to the word of the test. Two other judges consider that the response may have been due either to the

above, or to the pupil's thinking of a word similar to the word of the test; as, IMPERATOR.

2.17 INOPIA lacking INOPS (?) 23.8

Three of the judges consider that the response was due to a vaguely verbalized idea or to the similarity of the true meaning to the suggested response.

2.25 MALO I am bad MALUS SUM (?) 47.9

Two of the judges regard this response as due to faulty analysis or analogy; the root MAL, **bad**, plus the person sign **o**.

3.15 VIX fourteen XIV 1.8

Six of the judges agree that the response is due to vaguely verbalized idea of Roman numerals or false analogy.

3.20 QUAM whence UNDE (?) 13.1

One judge considers the response due to a vaguely verbalized idea, and a second judge thinks that the pupil has QUO in mind.

3.21 QUOD this QUOD (?) 24.2

Two of the judges consider that this response is due to failure of the pupil to follow the teacher's instruction that QUOD may frequently be translated by **and this**.

3.21 QUOD why QUID 32.1

One judge suggests that this response is due to a vaguely verbalized idea.

3.23 NUM is this so? –NE 14.1

The question particle in Latin can no more be put into exact words in English than the English interrogation point. Only its effect upon the sentence or the tone of voice of the questioner can show which particle is used. It is this emphasis or force which the maker of the test tried to put into words, and the responses are classified with this in mind.

4.2 QUI where QUA 6.6

One judge regards this response as a vaguely verbalized idea on the part of the pupil.

4.2 QUI this QUI (?) 4.1

One judge states that this meaning of QUI is common in Caesar. Another judge writes that QUI means **and this.** A third judge says that this response is due to an imperfect analysis of the teacher's injunction that QUI may mean **and this.**

4.12 QUIS that QUI, IS 2.16

One judge considers that QUIS was mistaken for QUI and that teachers give pupils the meaning **and that** for QUI.

4.19 IBI then UBI (?) 10.0

One judge considers this response due to a confusion of the English words **then** and **there.** A second judge thinks that the combination IBI, **then** was mistaken for UBI, **when.** A third judge states that the response was due to a vaguely verbalized idea.

Furthermore, it should be noted that **then** is one of the meanings of IBI given in the Latin dictionary. But for the purposes of this study we accept the fact that the author of the test classes this response as wrong. This is a further instance which leads us to favor calling the correct response "the best answer," instead of "the correct meaning."

5.2 LIBER freedom LIBERTAS 12.2

One judge suggests that this response is a synonym of **liberty** which occurred to the pupil as the meaning of LIBER.

5.5 DEUS day DIES 3.1

Two judges think that this response is due to the similarity of DEUS and **day.**

5.7 DIU day DIES 15.4

Three judges state that this response is due to the similarity of DIU and **day.**

5.10 DEPONO take from DEPROMO (?) 29.6

Two judges suggest that this response is due to a **general idea** or **imperfect analysis.** One judge suggests that this response is similar in meaning to depose.

5.17 SPES safety SALUS (?) 5.6

One judge thinks that this response is due to a **general idea.** Two judges find that the pupil is confused by the phrase **hope of safety** and has responded to the wrong word.

SUMMARY

There were 182 suggested responses of this type, comprising the total number of pupil-responses of 29,304.

3.

The Incorrect Response is a Word Taken at Random.

Two suggested responses of each test word were English words taken at random from the Thorndike list. How the pupils responded to these words is shown in Appendix 3.

Since the test was constructed with two random suggestions for each test word, there were 300 suggested responses of this type, comprising the total number of pupil-responses of 5,018.

Of the 300 random suggestions, 53 or 17.6% were not checked by any pupil; 144 or 48.0% were checked by less than one percent of the pupils. That is, 197 of these responses, or 65.6%, were either checked by less than one percent of the pupils, or were not checked at all.

Supplementary Investigation

The investigator made a supplementary investigation of possible reasons for random responses checked by comparatively high numbers of pupils. In order to limit the time and labor of this auxiliary investigation, only a few words were studied. Those ten random responses which were checked by the highest percentages of pupils were selected for this further study. They were the following:

Test Word	Correct Response	Response Checked by Pupils	Percentage of Pupils Checking this Response
2.18 VERTO	turn	plead	25.2
5.28 SAEVUS	cruel	vast	17.9
2.21 PATIOR	let	describe	15.5
2.28 GAUDIUM	joy	greediness	15.0
1.17 VIVO	I am alive	I surpass	11.6
2.19 AGO	do	approve	10.7
5.27 LAETUS	happy	loathe	10.7
3.15 VIX	scarcely	cold	10.4
4.15 HODIE	today	hinder	10.0
1.23 NASCOR	be born	goat	9.6

Why should such wild or random responses be checked by such high percentages of pupils? Possibly those pupils who checked these responses could help in answering this question by giving reasons for the different responses which they checked. Obviously it would be impossible to reach those pupils now who took the test in 1924. However, it is possible to make up a test of these ten words and give it to beginning Latin pupils now in school. Accordingly, these ten words with the suggested responses of the ACL test were copied into a short test, as follows:

A VERY SHORT LATIN VOCABULARY TEST

In the left column are a few Latin words. To the right of each word are five suggested meanings, one of which is the best meaning. Look over these words and **underline** that **one word** in each line which, in your opinion, is the correct or best meaning of the Latin word at the left.

1.17	VIVO	I surpass..vivid..congressional. conquer..I am alive.
1.24	NASCOR	goat..be born..learn..nasty..park.
2.18	VERTO	plead..upright..turn..true..hat.
2.19	AGO	do..approve..waken..I..age.
2.21	PATIOR	patter..scribble..patient..describe..let
2.28	GAUDIUM	joy..greediness..overhear..gaudy..zeal.
3.15	VIX	scarcely..temperate..fourteen..force.. cold.

4.15	HODIE	hinder..for a long time..yesterday..nervousness..today.
5.27	LAETUS	light..loathe..happy..wide..knave.
5.28	SAEVUS	vast..often..servant..cruel..attorney.

Name.....Class Group.....

This abbreviated test was given to two class sections of beginning Latin pupils in May, 1930; that is, near the end of their first year of Latin study. Sixty-seven pupils took this test, of whom nine did not check any one of those responses under investigation. The remaining fifty-eight papers each had checked one or more of those random responses which it was desired to investigate.

Next, there was given to each of the fifty-eight pupils a second paper which had the ten test words listed at the left, and at the right of each test word was the random response under investigation. On the remaining blank portion of the line the pupil was requested to state his reason for checking that response.

The wording and arrangement of this second paper were as follows:

Name..... Class Group.....

In the left column are the words of the little test which you took a short time ago. In the next column are a few of the responses which you checked.

In the blank column at the right on the proper line, you are requested to give the reason why you checked that response. Here are three samples to show more clearly what is wanted:

WORD	RESPONSE	REASON WHY YOU CHECKED THAT RESPONSE
CELER	vegetable	**CELER** looks like **celery** which is a **vegetable.**
HOMO	home	**HOMO** looks like the word **home.**
INOPIA	insight	**IN** means **in,** and **OPIA** looks like **optical,** relating to **sight.**

DO NOT PAY ANY ATTENTION TO THOSE WORDS CROSSED OFF.

1.17 VIVO	I surpass
1.23 NASCOR	goat
2.18 VERTO	plead
2.19 AGO	approve
2.21 PATIOR	describe
2.28 GAUDIUM	greediness
3.15 VIX	cold
4.15 HODIE	hinder
5.27 LAETUS	loathe
5.28 SAEVUS	vast

Only those responses under investigation which were given by any particular pupil were left on that pupil's sheet. All the others were crossed off. Consequently, each of the fifty-eight pupils had one or more responses to explain. Each pupil's test paper was clipped to this second sheet so that the pupil could see just what response he had checked.

The reasons for each of the ten responses under investigation were then assembled with the following results:

1.

In the first word, VERTO, the response **plead** was checked by 16 or 23.8% of the 67 pupils who participated in this test.

This percentage happens to be nearly the same as the 25.2% of the 1021 pupils who checked this same response in 1924.

The reasons of those 16 pupils who checked this response are as follows:

Pupil Reason

1. I don't know.
2. I guessed.
3. Because I thought it was right.
4. I didn't know any of the other words, therefore I just underlined the first one.
5. I don't know why I chose that word.
6. VERTO reminds you of **weary** and **weary** is **fatigue** and you **beg**..stop.
7. VERTURE means **plead.**
8. VERTO looks like the word VERO.

9. Because I thought it was right.
10. It seemed the best translation.
11. I knew it from memory.
12. Because VERTO looks like **word,** and I thought if you **plead,** you use **words.**
13. I don't remember.
14. I marked **plead,** because VERTO has **o** on the end, which means **I,** and **plead** was the only one that **I** could go with, as **I plead.**
15. I did not know what the word meant.
16. I guessed it.

Excepting the fourth and the fourteenth, these so-called reasons give no clear and specific explanation and are probably not significant.

With reference to the fourth pupil's reason, it is probable that some pupils, as a practice, check the first of several possible choices, when no one of the suggested choices appears to be conspicuously desirable. But our data are not sufficient to warrant any conclusion that more than a random few pupils check the first possible choice as a general practice.

The investigator conversed with a particularly intelligent pupil who, in answer to inquiry, stated in effect that he looks over the possible choices, and, if no one is preferable, he is likely to check the first one, as being as good as any, and in preference to checking none. This pupil further stated that, if the time were limited, and if he were in a hurry, he was likely to check that response where his hand or pencil happened to be, and this also in preference to leaving the line or item unchecked.

The fourteenth pupil's reason does explain correctly, but part of the pupil's thinking contains an error, in consequence of which the wrong response was checked. The response **turn** also could have an **I** with it.

2.

In the second word, SAEVUS, the response **vast,** was checked by no less than 26 pupils, or 38.8% of the 67 pupils.

The reasons for checking this response were as follows:

Pupil Reason

1. The word reminded me of the word **space**, so I put **vast** down.
2. I don't know why I put it down. But I didn't think it meant **servant**, because the first part of the Latin word **servant** begins SER, and the other word began SAE.
3. I don't know.
4. I guessed.
5. I don't know. I didn't think when I put them down. I didn't think of sound or looks.
6. There were five words. I knew three. The two left were **attorney** and **vast**. It didn't look like **attorney**, so I marked **vast**.[9]
7. I thought I knew the other ones, so I put down the one I didn't know.
8. I just guessed.
9. I didn't know which word was right, and none looked like it, so I guessed **vast** was correct.
10. I didn't know the meaning, so I took the first one.
11. I guessed at it.
12. The VUS on the end reminded me of **vast.**
13. VUS looks like **vast.**
14. I don't know why I put it.
15. When I pronounce the word SAEVUS, the last syllable seems as though it might mean **vast.**
16. It looks like **servant**, but I knew it wasn't, and I didn't know the right meaning, so I guessed.
17. SAEVUS means **vast**; the VUS gave me the idea.
18. I knew it from memory.
19. I guessed it.
20. I just took a guess after looking at the other words.
21. I didn't know it, so I guessed it and marked the first one.
22. I looked at the four meanings and knew it didn't mean **servant**, or **cruel**, nor **often**, and I wasn't sure whether it was **vast** or **attorney**, and it looked as if it meant **vast**, so I put it down.
23. SAE-VUS, the VUS suggests **great, large, SAE—great**, so **great, large**, equals **vast.**
24. SAEVUS looks like **spacious.**
25. **Vast** reminded me of SAEVUS.

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[9] The writer of this statement achieved the highest scholastic standing in his school of 800 pupils.

26. Because SAEPE means **a lot.** SAEVUS means **large something.**

3.

In the third word, PATIOR, the response **describe,** was checked by 10.4% of the 67 pupils.

The reasons given were as follows:

Pupil Reason

1. I didn't know the real meaning.
2. I guessed, because I didn't know.
3. I remember studying a lesson containing PATIOR that mentioned **describe.**
4. I don't know.
5. I don't remember.
6. It looks like it meant **describing.** So I put **describe.**
7. It takes **patience** to **describe** something and PATIOR resembles **patience.**

4.

In the fourth word, GAUDIUM, the response **greediness,** was not checked by any one of the 67 pupils.

5.

In the fifth word, VIVO, the response **I surpass,** was checked by 22.3% of the 67 pupils.

The reasons were as follows:

Pupil Reason

1. I didn't know what it meant and so I checked the first one.
2. VIVO looks like the word **vivid,** which might mean **surpassing.**
3. I don't know.
4. I did not know which was right, so I checked number one.
5. I guessed at that answer and I didn't guess right.
6. I guessed at it.
7. Pertains to **life.**
8. We didn't have any others that I remember, so it seemed best to me.
9. VIVO looks as if it is a word pertaining to **life,** but it means the opposite.
10. It seemed the best translation.

11. Can't remember.
12. I only guessed.
13. No reason at all.
14. I did not know what the word meant.
15. I didn't know what it meant. I guessed it.

6.

In the sixth word, AGO, the response **approve,** was checked by 5.9% of the 67 pupils.

The reasons were as follows:

Pupil Reason

1. I don't know why. I just guessed.
2. It seemed the best translation.
3. I knew it did not mean any of the other words, so I underlined it.
4. I just guessed. I don't know why.

7.

In the seventh word, LAETUS, the response **loathe,** was checked by 1.4% of the 67 pupils.

The reason for this response was.

Pupil Reason

1. I just guessed.

8.

In the eighth word, VIX, the response **cold,** was checked by 20.8% of the 67 pupils.

The reasons were as follows:

Pupil Reason

1. I just quessed at the word.
2. I didn't know which it was, so I closed my eyes and put my pencil on **cold.**
3. I don't know.
4. I connected it with VIX medicine that you use when you have a **cold.**
5. Guessed.
6. VIX is a medicine for a **cold,** that is why I used it.
7. Because there is a product called VIX used to cure **colds.**
8. Don't know why I put it.
9. VIX is like **Vicks** that is used for colds, so I put it there.

10. Because the word is like VIX used for **colds**, that is why.
11. **Vicks** is VIX and is used for **colds**.
12. I thought of **Vicks Vapor Rub**, and that cures **colds**.
13. There is a medicine called **Vix Vaprub**.
14. No reason at all.

It will be noticed that in 1924 only 10.4% of the pupils checked this response, while in 1930 exactly 20.8% of the pupils checked this response. This increase may be due to the effect of skilful advertising.

9.

In the ninth word, HODIE, the response **hinder**, was not checked by any one of the 67 pupils.

10.

In the tenth word, NASCOR, the response **goat**, was checked by 25.3% of the 67 pupils. Their reasons were as follows:

Pupil Reason

1. I thought it was the nearest meaning. I really didn't know.
2. I did not know, so I checked **cold** (sic).
3. I didn't know any, so I underscored the first.
4. **Mascots** are sometimes **goats** and **dogs**—, and it looked somewhat like **mascot** and may be the NASCOR was **a goat.**
5. Because the rest of the words didn't look that they were.
6. It looks like **mascot**, and that is a **goat** sometimes.
7. I once heard of a word connected with **goat** that sounded like that.
8. Because one time I was looking through my Latin book and there was a picture that attracted my attention and there was a word that looked like NASCOR, and there were **goats** in the picture;[10] that is about the only reason. I really didn't know what it was.
9. I didn't know the right one, so I took a guess.
10. I took a guess at it.
11. I didn't know what it meant, so I made a guess.
12. It looks like **nasty**, and I think a **goat** is **nasty**.

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[10] The picture referred to is entitled PASTOR ET GREX.

13. NASCOR reminds me of a masculine animal, also of a **goat.**
14. I thought I knew the other two words, but not the first and second, so I took the first.
15. I knew the meaning of most of the other words and thought that therefore NASCOR meant **goat.**
16. It could mean none of the other words and it is like the Italian word **goat.**[11]
17. Just guessed.

It should be noted that these reasons were called for and given within a few days after the test was given; that is, as soon as the reasons papers could be prepared. These reasons do not differ essentially from those reasons which were given by those pupils who took the test in recall form previously. (See Chapters IV-VII, especially page 46.)

Those ten random responses which were checked by the highest percentages of pupils in the ACL multiple choice test and in the "Very Short" Latin vocabulary test are shown in the following table:

TABLE I

Those ten random responses checked by the highest percentages of pupils.

Test Work	Correct Response	Response Checked by Pupils	Percentage of Pupils Checking in Multiple Choice	Percentage of Pupils Checking in "Very Short"
2.18 VERTO	turn	plead	25.2	23.8
5.28 SAEVUS	cruel	vast	17.9	38.8
2.21 PATIOR	let	describe	15.5	10.4
2.28 GAUDIUM	joy	greediness	15.0	0
1.17 VIVO	I am alive	I surpass	11.6	22.3
2.19 AGO	do	approve	10.7	5.9
5.27 LAETUS	happy	loathe	10.7	1.4
3.15 VIX	scarcely	cold	10.4	20.8
4.15 HODIE	today	hinder	10.0	0
1.23 NASCOR	be born	goat	9.6	25.3

CONCLUSIONS

Although some random responses are checked by comparatively high percentages of pupils, we do not find significant

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11 The Italian word for *goat* is *capra.*

agreement on the part of the pupils as to why they checked any particular response. We do notice, however, the same tendency to be misled by superficial similarity as is seen in the responses to the recall test. (Chapters IV-VII.) It is also evident that some pupils actively seek or even devise such superficial similarity in order to find a basis for the reason given for a certain response.

In general, we notice a tendency on the part of the pupils to agreement as to the reason for any particular response, when the Latin word of the test resembles, more or less, in whole or in part, some English word; as SAEVUS, **vast**; and VIX, **Vicks**. Some reasons for responses are illuminating because they seem to show the reasoning process in an honest effort to get at the meaning by recalling associations of the word image; as NASCOR, **mascot, goat.** Sometimes, however, it is an effort to "beat the game" by a process of elimination. Many answers were mere guesses. Vague associations and actual misknowledge also play their part.

CHAPTER III

THE RECALL TEST.

The multiple choice form of test obviously excluded any but the pre-determined responses, and consequently gives no adequate picture of the real word-idea in the pupil's mind. Consequently for the purpose of eliciting the errors which the pupil actually does make when his response is free, the words of the multiple choice test were given in the form of a recall test in May, 1929. It was obviously impossible to get access to those pupils who took the ACL multiple choice test in 1924, but the same schools which co-operated in 1924, were invited to participate in 1929. Some replied favorably. Some reported such changed conditions that it was not feasible to repeat the test in such schools, and some did not reply at all. Those schools which participated in the ACL multiple choice test in 1924, and also in the recall test of 1929, are listed in Appendix 2. In addition to those schools listed in Appendix 2, other teachers of Latin were invited to participate, so as to make certain that the total number of test papers to be studied would be at least one thousand. The complete list of those teachers and those schools which co-operated in giving the recall test, is given in Appendix 5.

In May, 1929, the test papers were sent to the co-operating teachers with the following exhortation:

> "You are particularly requested to keep the test papers out of sight of the pupils, and not in any way do what might be termed tutoring the test. It would be well if the teacher did not give any attention to the words of the test, or best of all, not even look at the words until the time set for giving the test, closely follow the directions which will be sent with the test papers, give the test, and return the test papers at once. If the teacher should look over the words before the day of testing, it might lead unintentionally to stressing in the Latin class some word or words in the list, and to that extent make the test invalid.

"We earnestly hope that you will make the conditions of giving the test as nearly standard as you can, follow the directions closely and so help to make the investigation as nearly scientific as possible."

The directions for administering the test were as follows:

To the Teacher:

This SPECIAL LATIN VOCABULARY TEST is for pupils near the end of their first year of Latin. Have the pupils seated at separate desks quite ready to write, each having a sharpened pencil ready. Have plenty of extra sharpened pencils available in case of need. Distribute the test papers, telling the pupils to keep the test side down until told by the teacher what to do. Dictate line by line what the pupils shall write in the blanks at the top of the front page.

Explain to the pupils that the test is to show how many Latin words they know. Urge them to do their best, and try to "do" all the words by the end of the period. The results will be compared with the scores made by other pupils in other schools. Read with the pupils the "Explanations and Directions" on the front page of the test pausing for fuller explanation wherever you think necessary. When you come to the two samples, say: "You see the word ET. What does ET mean? (Pause for answer.) Yes, ET means **and,** so **and** is written right after ET. Read the second sample aloud. Yes, LONGUS. What does LONGUS mean? (Pause for an answer.) Yes, LONGUS means **long.** Write **long** on the dotted line after LONGUS. In the same way you are to write the meaning in English after each Latin word in the test."

Warn the pupils that no questions will be permitted after you say the word "GO."

When you are sure that all the pupils are ready, say: "Turn your papers over, GO."

There is no time limit, but one class period of forty-five minutes should be more than enough. When all or nearly all, have finished, say: "Send your papers forward," and collect all the papers as promptly as possible. Try to have each pupil complete all the words, but do not wait for a persistent loiterer.

On the other side of the directions sheet, the 150 words

were printed in five columns of thirty words each with a blank space after each word for the pupil to write in his response.

Principles of Scoring the Recall Test

1341 test papers were received from all the co-operating schools. These papers were scored with minute care by the investigator. In the multiple choice test the pupil merely checked some one of the five suggested responses. Scoring a multiple choice test is a very simple procedure compared with scoring a recall test in which there is no limit to the responses which pupils may give.[1] The investigator must decide which responses are correct and which responses are incorrect. To do this impartially and in a way to be followed easily by the reader, we set down here certain principles of procedure adopted by the investigator in scoring the test papers. They are as follows:

1.

Those responses which were found to be illegible, meaningless, incomprehensible, or nonsensical were counted as omitted.[2] For example, pupil 46b-8[3] gave **profisticate** for 1.14 PROFICISCOR. Pupil 30-14 gave the response **imperate** for 2.15 IMPERIUM. These and all similar responses were counted omitted.

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1 A supplementary investigation, in the form of an English definition test, to find out whether the great variety of different responses of pupils in a foreign language vocabulary test occurs also in an English definition test, was carried out by the investigator. Lack of space prevents reporting this investigation here. However, it was found that, if all the correct and nearly correct definitions were omitted, there were almost as many incorrect definitions as the number of pupils giving definitions. Furthermore, there was little agreement by the pupils as to the correct meaning of some of the words. The nearly correct definitions showed the same tendencies to variation as did the responses in the Latin vocabulary test.

2 A table showing the percentage of pupils omitting each word in the multiple choice test and in the recall test is presented in Appendix 4.

3 The number 46b, before the dash, refers to the class group; the figure 8, after the dash, refers to the pupil. That particular pupil who gave the response quoted above is pupil number 8 in class group 46b of this investigation, and can be identified by this key. Each teacher co-operating in the study was informed of the number of his group and could identify each reference, if he desired to do so.

2.

Each response which may be a correct meaning of the test word in any reasonable context is counted correct.

Henmon's[4] principle of scoring right and wrong is, in effect, that any meaning found in the Latin dictionary is to be counted correct. This is a sound principle, but is not sufficiently inclusive. To those meanings found in the Latin dictionary must be added such synonyms or parallel meanings as are obviously also correct. But further than this, since no context is given and since the pupil is not limited in any way as to the meaning he may get out of each word, we are obliged to accept as correct any response which may be a correct meaning of the word in any reasonable context. For example, 4.9 ALIUS, **one** is counted correct, because it would be correct in the phrase ALIUS . . . ALIUS . . .

3.

In case correct meanings of several forms of the same word are given, the response is counted correct, and is not classed as a multiple response.[5]

For example, 4.30 EO has the response **he, she, it.** In this case only the first response is counted and is counted correct, understanding that the pupil has given the other gender forms somewhat as meanings are given in a dictionary.

Pupil 15-9 gave six responses for 4.24 IPSE, as follows: **self, himself, herself, itself, theirselves,** (sic), **very.** Since all these responses are correct for some form of IPSE in the nominative case, the response is counted correct.

Similarly, if for 4.17 HIC, the responses **this man, this woman, this thing** be given, the response is counted as one single correct response.

On the other hand, if the response is correct for a different form of the test word than appears in the test, the response is

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[4] Henmon Latin Tests, prepared by V. A. C. Henmon, Directions for administering and scoring, page 2: "Score each word as right or wrong, any translation given in a standard Latin dictionary being granted full weight."

[5] The multiple response to the recall test is discussed in Chapter 4, section 16, page 89.

counted as one single incorrect response. For example, for 4.30 the responses **his, her** are counted as one incorrect response, because **his** and **her** are merely different gender forms for what would be the same word in Latin, EIUS or SUUS, but not for EO.[6]

4.

In many instances the English response may not be entirely incorrect, or may be a more or less close approximation to a correct response. Shall such a response be counted correct or incorrect? For practical purposes we may say that, **if a response is more nearly correct than incorrect, we count such response as correct. But, if a response is more nearly incorrect than correct, we count such response incorrect.**

For example, a dictionary meaning of 3.10 PRO is **in behalf of.** Pupil responses to this word, among others, are **behalf of, in behalf, behalf.** Shall these responses be counted correct or incorrect? The investigator counted the first two as correct, and the third, **behalf,** as incorrect.

5.

Incorrect spelling is, in general, not counted against the pupil. If the response is obviously correct but misspelled, it is counted correct. Consequently, in addition to those meanings listed in the dictionary and meanings which could be correct in some context, we must add those responses which are evidently correct but misspelled.

On the other hand, where there is doubt or where the intent is not so obvious, the response is classed as incorrect but having some remote connection with a correct meaning.[7] For example, if 5.17 SPES has the response **hop,** we cannot be certain that it is a misspelling of **hope.** Consequently it is counted incorrect.

6.

Since the directions governing the test call for an English

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6 EO is more fully treated on page 42, Section 8.
7 See Capter III, Section 3, page 60.

meaning of each Latin word, **if a response consists of a Latin word, such response is counted as omitted, unless such Latin response is also used as an English word.** For example, the response IMPERATOR for 2.15 IMPERIUM is counted as omitted.

Likewise, if a Latin word is merely copied in place of a response, it is counted omitted; as, 4.22 UTER, UTER; and 2.15 IMPERIUM, IMPERIUM, both of which are counted as omitted.

Other examples of responses counted as omitted are 2.3 DO, FACIT, and 5.24 MENS, VIRI. Here the pupil's orientation evidently was momentarily reversed. He apparently perceived DO as the English word **do**, and translated it (wrongly) into Latin. So with MENS (perceived as **men's**).

But if a response is both a Latin word and an English word, it is counted. Examples are 2.3 DO, **do**; 4.13 NEUTER, **neuter**; and 3.30 TANDEM, **tandem**; all counted wrong.

7.

The word 1.29 VALLUM also is a possible source of difference of opinion. In the ACL multiple choice test the response **rampart** is the only correct response. In the recall test **wall** is counted correct.

8.

The word EO, unmarked and alone, has several different meanings. The verb EO, **I go** and the adverb EO, **to that place** are common meanings. But EO may also be the ablative of IS and with AB may mean **by him.** Also, in the ablative absolute; as, EO INVITO or EO VOLENTE, the EO may be translated by **he.** Consequently, in accordance with our principle that any meaning possible in any reasonable context must be counted correct, we count both **he** and **him** as correct responses to EO.

9.

Another difficulty is presented when the pupil gives as a response a single English word which is susceptible of more

than one meaning. For example, the response **present** to 1.3 DOMUS may mean **a present** or **a gift**, or it may mean the verb **I present** or the adjective **present**, opposite of absent. We cannot tell which the pupil had in mind. But since the noun **present** is a meaning of DONUM, a Latin word similar to the test word DOMUS, and since the other two possible meanings have no obvious association with DOMUS, we class this response as the meaning of some Latin word similar to the test word.

10.

Some of the pupils in their test papers have begun to give meanings to all or nearly all the verbs by writing the English word **I—**, without any following verb. All such responses are counted as omitted, including the three which have some resemblance to EGO; that is, 1.12 SEDEO, 2.19 AGO, and 4.30 EO. However, on those test papers which have not started all the verbs with **I——**, the response **I** is counted wrong for the three words 1.12 SEDEO, 2.19 AGO, 4.30 EO.

Correct Responses

Those meanings which are found in the Latin dictionary are, of course, counted correct. In addition, meanings, which the investigator considered synonymous with the dictionary meanings were also counted correct. In order that the reader may know exactly which responses were counted correct in scoring the papers, the complete list of all correct meanings is given in Appendix 7, page 164.

A table showing the percentage of pupils responding correctly to each of the test words in the multiple choice test and in the recall test is presented in Appendix 6, page 160.

Validity

Inasmuch as this study does not undertake to criticize either form of the test as a measuring instrument, the ques-

tion of the validity of the test does not arise. However, in order to show that the number and types of wrong responses were not significantly influenced by the lack of opportunity to have learned the words of the test, the following information is given:

The ACL multiple choice test was constructed to include only such Latin words as were found in four selected beginning books. But the recall test was given to pupils who may or may not have used one of these four text books. Is the test valid for those pupils whose text book did not contain some words of the test or who were not taught certain words?

Those one thousand pupils, whose test papers were included in the study of the recall test results, used ten different text books. For convenience of reference these ten books will be referred to by number; as, text book 1, text book 2, and so on up to text book 10.

Table II

Distribution of 1000 pupils using ten text books.

Text Book Number	Number of Pupils Using
1	100
2	55
3	42
4	289
5	25
6	62
7	80
8	282
9	20
10	45
Total	1000

This table is read as follows: Text book number one was used by one hundred pupils, and so on.

Table III

Percentage of pupils whose text book contained any given word.

Percentage of Pupils Whose Text Contained Any Given Word	Number and Percentage of Words Contained in Texts of this Percentage of Pupils	
	Number	Percentage
100	97	64.6
98	8	5.3
97	3	2.0
95	2	1.3
93	4	2.6
92	3	2.0
91	5	3.3
89	2	1.3
88	1	.6
85	1	.6
79	2	1.3
71	6	4.0
66	4	2.6
64	1	.6
63	3	2.0
62	1	.6
60	1	.6
58	2	1.3
57	1	.6
56	1	.6
52	1	.6
42	1	.6
Totals	150	99.0

This table is read as follows: All the pupils (100%) in this study had 97 or 64.6% of the words of the test in their text books, and so on.

Although certain words are found in a text book, this is no assurance that these words were taught. For example, the teacher of class units 11 and 12 gives a list of 22 of the test words which these two classes had not studied. Of these 22 words only six were not in the text book used by these pupils.

Again, the teacher of class unit 32 had checked 42 of the

150 test words as not studied by the pupils of this class. Of these 42 words, 24 words are found in the text book used by this class.

There is no evidence that most of the teachers participating in this study kept a careful record of which words were taught and which were not. One teacher has made the general statement that about one-third of the words of the test were not studied by his classes.

However much or little weight we may be inclined to give to these facts, the results of the study are not at all invalidated, because they show what kinds of responses pupils give to words which they know more or less correctly or which they do not know at all. The investigation is not primarily a study of the correct responses and scores based upon correct responses, but is a study of the incorrect responses made by pupils.

Pupils' Reasons for Their Responses

Very many of the responses given in the recall test were obviously wild or given at random, so far as the investigator could determine. But personal conversations with a few pupils disclosed the fact that many of the responses, which to the investigator appeared senseless, were in fact the result of more or less careful thinking on the part of the pupil.

On this account, in the spring of 1930, many form papers were carefully prepared and sent to those pupils who had participated in the recall test in 1929. On these prepared papers were copied the test word and the response made by the pupil to the test word, and, on the blank line remaining after each copied response, the pupil was asked to give the reason or explanation of why he gave that response.[8] Only those selected test words were copied whose responses were unintelligible to the investigator, in the hope of finding out why the pupil had given such a response or responses. These replies are hereafter called "reasons papers." The return of the first reasons

[8] A copy of the blank reasons paper together with the directions sent with each reasons paper is reproduced in Appendix 8, page 173.

papers showed that a real contribution to the investigation was possible from this source. Consequently, prepared blanks were sent to all those teachers who had participated in the test in 1929. Although the labor of copying the test words and the corresponding responses, and later, the cataloguing of returns was very great, the information obtained was useful in enabling the investigator to classify many hundreds of responses which otherwise would have been left in the unclassified group.

The reasons, as given by the pupils for their responses, cannot be accepted at their full face value. In many instances it is fairly obvious that, since the reasons were given some time after the test and with access to any helps available, some reasons were made up to fit the situation. For example, if the response should have been **so that** and the pupil wrote **so**, it is very easy for the pupil to explain that he meant to write **so that**, but in his haste omitted the word **that**. Those two pupils who gave reasons for their response **take** to 5.9 REDDO give explanations which, if acted upon at the time of the test, might have led to a correct response.[9]

In all, 643 reasons papers were returned to the investigator, comprising reasons to 8,647 responses. Beginning with Chapter IV, in the discussion of responses and explanations of responses, these reasons have been quoted or reproduced in each instance in which the reason was useful in assisting to classify the corresponding response or in disclosing the pupil's process of thought.

Types and Divisions of Erroneous Responses

The work of classifying the responses of the ACL multiple Choice test proved to be difficult or doubtful in some instances.[10] But classifying the responses of the recall test into distinct and separate types or kinds proved to be a much more difficult task. In the first place, the procedure of assigning each response to type or class could not be entirely objective,

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9 See Chapter IV, Section 3, page 63.

10 See Chapter II, page 18.

because the judgment of the investigator had to decide all but the most obvious assignments. In the second place, it was impossible to make the types mutually exclusive; for example, many responses could be classified just as well in a second or even a third type; as, the response **but** for 1.12 SEDEO. This response may be placed in the type in which the response is the correct meaning of a portion of the test word (SED), or it may be placed in the type in which the test word is confused by the pupil with a similar Latin word (SEDEO with SED).

Those responses which proved difficult to classify could have been put down as impossible to classify. But on the whole, it has proved valuable to classify each response that could be classified by the investigator in the light of the pupil-reason for that response. The reclassification of few or many responses would not materially change or invalidate the main types of erroneous responses, nor change or invalidate the main divisions of the responses.[11]

In this investigation we have found twenty-eight different types of incorrect responses. For the sake of convenience in presentation and for the purpose of comparison with the results of the ACL multiple choice test, we arrange these twenty-eight types into four main divisions as follows:

1. **Those responses which disclose some association with Latin.** If a response appears to have been made as the result of a knowledge of some Latin word or phrase, such response is classed with those responses associated with Latin. For example, if the response **I abandon** is given for the word LINGUA, since **abandon** is a correct meaning of RELINQUO which resembles LINGUA, such response is classed as being associated with Latin.

2. **Those responses which disclose some association with English.** If a response appears to have been made because of some similarity to or association with some English word or phrase, such response is classified with those responses associated with English. For example, if the response **stay** is given

[11] Compare Chapter II, page 19.

for LINGUA on the ground that the word **linger** is related to **stay** and is similar to LINGUA, such response is said to be associated with English.

3. **Those responses which disclose some association with both English and Latin.** Certain incorrect responses, in accordance with the statements of some pupils, are connected with Latin, while these same responses, according to the statements of other pupils, are connected with English. For example, if two pupils each give the response **valley** for VALLUM, and if the one pupil states that he did so because VALLUM looks like **valley**, and if the other pupil states that he gave this response because VALLUM looks like VALLES, such response is said to be associated with both English and Latin.

4. **Those responses which cannot be classified as being associated with either English or Latin.** This division comprises two groups:

(1) those responses associated with some modern foreign language, and

(2) those responses which could not be classified at all.

If a pupil gives the response **sick** for MALO and states that he was influenced by the Italian word **ammalato**, such response is incorrect, and is placed in this division of types of responses because it is associated with neither English nor Latin.

If a pupil gives the response **kill** for PUTO, and if there is no pupil reason for this response, such response is placed in this division because there is no apparent basis or criterion to guide the investigator in classifying such response.

In the two divisions of incorrect responses, those associated with Latin and those associated with English, it is observed that several types of responses begin with the correct word image and several types begin with an incorrect word image. Furthermore, these types of responses are of varying degrees of incorrectness, and to some extent are parallel in the two divisions. This relationship may be represented as follows:

Word Image Correct		Word Image Incorrect	
Brief Title	Type Number	Brief Title	Type Number
(Meaning correct)[12]		Meaning of similar Latin	7
Meaning nearly correct	1	Approximate meaning of similar Latin	8
Associated word	2	Word associated with meaning of similar Latin	10
Remote connection	3	Incorrect meaning of similar Latin	9

This diagram is explained as follows: If the pupil has the correct word image and gives the correct response to this correct word image, his response will, of course, be correct; as PULCHER, **beautiful.**

If the pupil has an incorrect word image, but gives a correct response to this incorrect word image, his response will be incorrect, and removed from the correct response by one step; as, PULCHER, **girl**; (PUELLA is similar to PULCHER). This is type 7.

If the pupil has the correct word image but gives an approximate meaning of this correct image, his response will be incorrect, but removed only one step from the correct response; as, PULCHR, **beauty.** This is type 1.

If the pupil has an incorrect word image and gives an approximate meaning of this incorrect word image, his response will be incorrect and removed from the correct response by two steps; as, LINGUA, **length**; (LINGUA is similar to LONGA). This is type 8.

If the pupil has the correct word image but gives a response associated with the correct response, his response will be incorrect and removed from the correct response by two steps; as, DOMUS, **live**; (DOMUS, **house,** a place to **live**). This is type 2.

If the pupil has an incorrect word image and gives a word associated with the meaning of this incorrect word image, his response will be incorrect and removed from the correct re-

[12] Since the correct response is not included in the investigation, it has no type number.

sponse by three steps; as, DOMUS, **harsh**; (DOMUS is similar to DOMINUS, **master**, and a **master** is **harsh**). This is type 10.

Thus it is clear that the incorrect responses of pupils vary in degree of incorrectness from one step, nearly correct, to three steps or even more, from the correct response.

Types 3 and 9 are only remotely associated with the correct word image or the incorrect word image, and are included in the diagram only because of pupil reasons.

It is, of course, realized that the processes of word-association are ordinarily not so detailed as to show a certain number of steps of removal from a correct association. The response is usually what comes up in the pupil's mind, sometimes checked by criticism. The criterion is helpful as an external grouping and is not vital to the conclusions. It is not intended to interpret all cases in terms of the "number of steps removed," or that it gives a true picture of the associative process.

The four divisions of incorrect responses enumerated above will be presented in detail in the following chapters.

CHAPTER IV

RESPONSES ASSOCIATED WITH LATIN IN THE RECALL TEST.

1.

Nearly Correct

A response of this type is substantially or radically correct, but is classed as incorrect because it is inaccurate in some detail; such as, completeness, part of speech, degree, gender, case, person, number, tense, voice, mood, negation, affirmation.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.1 PULCHER	beautiful	beauty[1]	1.9[2]
1.3 DOMUS	house	hut	.1

Pupil 7-28:[3] DOMUS means **house**, and I thought **hut** was a form of a **house**.

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[1] All those incorrect responses to each test word which occurred twice or more, arranged in order of frequency of occurrence, are listed in Appendix 9. The grand total number of wrong responses was found to be 7311. The investigator has placed each of these 7311 responses under the appropriate type heading with comments and pupil reasons, where pupil reasons were given. For the sake of brevity and economy, only a few samples of each of the twenty-eight types will be presented here. Those responses selected as samples have been chosen for two main reasons: (1) because they were given by a comparatively high percentage of pupils, or (2) because they are supported by significant pupil reasons. The entire enumeration of the 7311 wrong responses is prepared in manuscript and may be consulted by making application to the investigator.

The headings in small print to each of the twenty-eight different types of incorrect responses must be understood to be repeated with each numbered sample. The printing is so arranged and lined as to faciliate this understanding by the reader. The general arrangement of these selected samples is as follows: (1) test word, correct response, percentage of pupils making this response; (2) pupil reasons quoted exactly; (3) comments by the investigator.

[2] Since exactly one thousand test papers were included in this investigation, .1% signifies one pupil, 1.% signifies ten pupils, 1.5% signifies fifteen pupils, and so on.

[3] The figure 7 before the dash indicates the class unit, and the figure 28 after the dash indicates the twenty-eighth pupil in that class unit. The pupil's explanation of his response is quoted exactly.

1.5 CELER swift hurry, hasten .6

Pupil 11-4: Guessed at the word because the word CELERITER means **quickly.**

1.6 VULNERO I wound uninjurable,[4] invulnerable .2

1.8 FILIUS son daughter 5.1

Pupil 10-12: Confused with **FILIA.**

Pupil 10-18: Mixed with **son.**

Pupil 11-8: They dress alike now days.

Pupil 31-6: I have the feminine and masculine mixed up.

These four reasons begin to show that, although pupils may agree as to any particular response, they are far from agreeing as to the reason for making this response.

1.15 MORIOR I die more dead .1

Pupil 15-3: Thought it was comparative degree of the verb meaning **die.**

1.15 MORIOR I die dead .8

Pupil 32-5: Considered **die** and **dead** as meaning the same thing.

Pupil 43-16: I confused **MORIOR** with **MORS.**

All through this investigation there is abundance of evidence not only of confusion of parts of speech, but lack of knowledge of the values and uses of the several parts of speech.

1.22 LACRIMA a tear tears 7.4

Pupil 35-3: It was just natural to use the plural.

Pupil 46b-20: Thought it was neuter declension.

These two statements were made in response to the question on the reasons paper, "Why plural?"

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[4] The pupil spelled this word *uninjureable.* Since this study is not primarily an investigation of English spelling, the correct spelling will be given in the pupil responses, if the intent of the pupil is clear. However, where there may be doubt of the pupil's intent, the original spelling is retained.

The paper of pupil 46b-20 was scored by the teacher before it was received by the investigator. This fact was learned through correspondence. The letter **s** had been crossed off and the response counted correct by the teacher.

2.4 NULLUS no one, no— nothing 7.9

Pupil 17-8: **NULLUS** looks like the word **null** in English.

Pupil 26-13: Thought it to be the opposite of **ULLUS**.

2.5 AESTAS summer in summer 3.1

Pupil 9-6: When I first started to learn Latin, my teacher had told me that it meant "in summer." Later I knew that it was in the ablative case. I still say "in summer."

Pupil 11-2: We never had the word **AESTAS** but had **AESTATE**.

2.9 MALUM bad[5] wretchedly .3

Pupil 38-18: I couldn't think of the meaning I wanted but knew it was some kind of misfortune or uneasiness.

2.10 COPIA abundance forces, troops 26.8

Pupil 11-8: I forgot what singular meant.

Pupil 45-5: I overlooked **COPIA** as being singular.

2.19 AGO I drive actual .1

Pupil 31-19: As the fourth part of **AGO** is **ACTUS**, I thought **actual** was a derivative.

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[5] Since the vowels were not marked in the original test, MALUM could mean an *apple*, *bad*, or *an evil*, or, in the accusative case, the *mast* of a ship. Instead of putting down the entire list of possibly correct responses, it will simplify the report to give that one correct response which is most closely related to the pupil's response listed on the same line.

2.19 AGO I drive action .1

Pupil 31-8: **Action** is a derivative of the fourth part of **AGO, ACTUS.**

Explanations like the two above suggest that the pupil missed the point of the test and was looking for English derivatives.

2.25 MALO to, for evil wicked, bad, evil 34.1

3.23 NUM no don't it .1

In a multiple choice test the pupil does not have to make up a meaning of the word. But in the recall test, to expect a pupil to give a meaning for a word which has no signification apart from a context hardly seems valid. However, for the purposes of this study, any response which appears to have a semblance of relation to the signification of this question particle is considered. To be entirely fair to the pupil, a liberal range of responses has been counted correct or nearly correct.

3.25 —NE (indicates a question) not 11.5

Pupil 5-9: The answer must be **not.**

Pupil 17-12: **NE** is used as **not** in some cases in Latin.

Pupil 17-18: I forgot about the sign before—**NE.**

Pupil 39-14: I thought it was a negative; so I put **not.**

4.6 EGO I we .4

Pupil 38-4: EGO means **I**; so I thought it could mean both **I** and **we.**

4.7 VESTER your, yours you 9.6

Pupil 38-16: I knew it had something to do with **you** or **your**; so I put **you.**

Pupil 40-11: I got it mixed with **VESTRUM.**

Pupil 40-19: **VESTRUM** means **your.** I forgot the **r** at the end of **you.**

Pupil 44-7: I got this confused with VOBIS.

4.12 QUIS who what 14.0

Pupil 10-17: Interrogative words confused.

Pupil 10-18: Confused with **QUID.**

Pupil 17-1: As far as I remember, it was just the way I said the word, **QUIS, what,** as an interrogative pronoun.

Pupil 32-12: I still consider my answer correct.

Pupil 34-25: QUIS means **what.**

Pupil 34-28: Use neuter case instead of nominative.

Pupil 40-10: Our book gives this meaning.

The reasons for this response as set down above would suggest the need of a thorough-going technique in teaching the correct procedure in getting a complete understanding of how to use the general vocabulary. It is probable that these pupils have looked up QUIS at some time and have found the meanings **who, what,** and have concluded that QUIS may mean **what.**

4.12 QUIS who whose 2.8

Pupil 7-3: I thought it was the plural of **QUI** meaning **who.**

Pupil 24.5: I thought **QUIS** was taken from **QUI, QUAE, QUOD,** which does mean **who.**

Pupil 28-12: I thought it was an interrogative pronoun.

Pupil 34-13: I thought it was possessive.

These reasons are from classes and pupils in three different states: one Middle Atlantic, one New England, and one west of the Mississippi, and would indicate the general need of careful practice with interrogatives and relatives both in English and in Latin.

4.27 ULLUS any no one, no 4.1
not any, none

Pupil 27-9: I confused it with **NULLUS.**

Pupil 38-22: Looks like **none.** Couldn't think of any other correct answer.

The Latin word **ULLUS** has no resemblance to the English word **none.** The statement of pupil 38-22 is one of several statements which seem to show that the pupil means resemblance to the corresponding Latin word and not to the English word which he mentions.

4.29	QUO	from, with, by whom	who	30.2

Pupil 3-2: Looked like an interrogative pronoun.

Pupil 4-4: It sounds like **who.**

Pupil 17-1: **QUO** sounds like **who,** and in the ablative of the relative pronoun it is written as **QUO** and **who** has a long **o** sound.

Pupil 17-18: There's so many pronouns and conjunctions and adjectives that I just took a guess at it.

Pupil 17-21: I thought **who** could be translated for the ablative case.

Pupil 34-25: **QUO** means **who** in the ablative case.

Pupil 35-1: **QUO** looks like **who.**

5.3	ALTUS	high	height, altitude	10.6
5.4	MULTUM	much	many	67.8
5.6	LIBERI	free men	free man	12.9
5.8	SUMMUS	highest	high	4.3

Pupil 5-7: I meant to write **highest.**

5.14	QUARTUS	the fourth	four	21.8

SUMMARY

There were 420 different responses of this type, comprising 5,495 pupil-responses.

2.

Associated with Correct Meaning

A response of this type is an English word which is commonly associated with the correct meaning of the test word or of the root idea of the test word.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.3 DOMUS	a house	door	.1

Pupil 47-4: I meant to write **house** instead of **door.**

1.21 CENA	dinner	couch	.1

Pupil 26-11: Was always accounted in my mind with reclining.

1.21 CENA	dinner	kitchen	.8

Pupil 13-4: I usually eat my **dinner** in the **kitchen.**

Pupil 47-1: The words in Latin for **kitchen** and **dine** are somewhat alike; **(CULINA, CENARE).**

1.22 LACRIMA	a tear	eye	.4

Pupil 35-9: I thought there was a part of the **eye** called this.

Pupil 35-11: I thought of **tear** and wrote **eye.**

1.24 SOCIUS	an ally	enemy	1.2

Pupil 9-4: **Ally** reminded me of **enemy.**

Pupil 26-10: Confused with opposite, **comrade.**

Pupil 32-6: I became confused in my vocabulary between **enemy** and **ally.**

1.25 DESILIO	I jump down	bridge	.2

Pupil 18-6: I connected **jump down** with a **bridge.**

1.25 DESILIO	I jump down	swim, jump[6]	.1

[6] Personal inquiry by the investigator brought out the fact that several class groups had read the story of Horatius. Consequently the words *bridge, jump down* and *swim* were associated in the minds of the pupils.

1.29 VALLUM a rampart ditch, trench 1.4

Pupil 31-4: I got **VALLUM** mixed with **FOSSA**, **trench.**

Pupil 38-18: The word looked something like the English word **valley,** so I put **ditch.**

Pupil 47-21: I thought the word was **VALLES** which means **valley** and a **trench** is an artificial **valley.**

No one of these fourteen pupils suggested the fact that **VALLUM** and **FOSSA** occur together frequently in Latin reading and in consequence are easily confused.

2.10 COPIA abundance food .6

Pupil 33-2: COPIA means **abundance,** and I was thinking **abundance** and **food** meant the same.

Pupil 34-13: I thought **food** was a **supply.**

2.23 OPUS a work show .1

Pupil 28-12: In theatrical notices or shows you find: "The Ziegfeld Opus opens tonight—."

3.5 ANTE before after, afterwards, behind 3.3

Pupil 4-1: I thought of **ANTE BELLUM, after war.**

Pupil 6-9: I thought of the words which have **ANTE** in them that meant **after,** so I thought **ANTE** must mean **after.**

Pupil 15-11: I knew it was some prefix.

Pupil 34-2: I knew that **ANTE** and **POST** meant **before** or **after,** only I wasn't sure which one meant which.

Pupil 46b-2: **Ante** room, the room **behind,** I thought.

3.11 SI if but .6

Pupil 35-18: I got mixed up on the **ifs** and **buts.**

Pupil 38-21: I didn't know whether it was **if** or **but,** so I put **but.**

No one of the six pupils who gave this response sug-

gested that he might have been influenced by the Latin word **SIN, but if.**

5.16 ITER a going across .6

Pupil 17-17: **ITER** means **journey**; when you take a **journey,** you go **across.**

Pupil 21-10: Mixed up with TRANS, although it means **journey.**

Pupil 33-7: I was thinking of **journeying across.**

5.26 SUPPLICIUM punishment suffer .2

Pupil 39-16: When you are **punished** you **suffer.**

SUMMARY

There were 121 different responses of this type, comprising 318 pupil-responses.

3.

Remote Association with Correct Meaning.

Although responses of this type are incorrect, they appear to have some remote connection or association with the correct meaning.

Many of the responses of this class are incomprehensible by themselves. But they are placed in this class because, in the light of the pupils' reasons, they are shown to have some semblance to the correct meaning or disclose some understanding of what the correct meaning should be.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.7 VENIO	I come	some[7]	.1
1.30 SERVO	I save	safe	.6

[7] Under this heading of *remote connection or association* with correct meaning are placed those plausible instances of a "slip of the pencil" or scribal errors. Many of these instances are quite obviously sincere, but there is evidence that many others were explanations given to suit the situation. On this account such a response was not counted correct unless it was correct in all respects.

Pupil 10-12: Confused with **TUTUS.**

Pupil 43-8: I thought I wrote **save** for the meaning.

It is difficult to see how **SERVO** suggested **TUTUS.** Furthermore, all the reasons of pupil 10-12 appear to have been made up afterward to fit the meaning set down in each instance.

2.2 VINCO I conquer seize, seized, capture 1.5

Pupil 11-13: Thought **capture** meant the same as **conquer.**

Pupil 18-20: Recalled **invincible.**

Pupil 40-5: Thought meaning could be extended to **I seize** from **I conquer.**

2.4 NULLUS no one not 1.6

Pupil 31-15: I thought **not any** and **not** were the same.

Pupil 45-7: I got it mixed with **NON.**

2.15 IMPERIUM military power army, army on the march .7

Pupil 4-2: I thought it dealt with **uniform.**

Pupil 17-18: I thought it was some **military thing** and so I put **army.**

3.3 SINE without with 1.0

Pupil 17-9: Means **without;** I forgot the **out.**

Pupil 31-24: I meant to put down **without.**

Pupil 35-18: I thought of **SINE DUBIO.**

Pupil 46a-4: I probably left off the **out** because of haste, a thing I often do.

3.24 STATIM at once suddenly 2.2

Pupil 1-14: Associated **suddenly** with **immediately.**

Pupil 4-9: Because it does mean **suddenly.**

Pupil 18-10: I mixed this with **INTERIM, LIBENTER.**

Pupil 35-20: I thought **suddenly** was the same as **at once.**

Pupil 46b-1: Gives this meaning in vocabulary.

The meaning **suddenly** is not given for **STATIM** in the vocabulary of the text reported as used by this class group.

4.5 TANTUS so great so 3.0

Of the thirty pupils making this response, three state that they "forgot to add the word **great,**" one "knew it had something to do with **so,**" and one "was thinking of **TAM.**"

4.18 ITA so is .2

Pupil 16-4: Because it began with an **i.**

Pupil 42-2: Meant to write **so.**

Although both pupils gave the same response, **is,** their reasons for the response are entirely different. This illustrates clearly the very great difficulty of classifying the responses into really distinct types.

4.18 ITA so that 2.9

Pupil 8-10: I did not realize the difference between **so** and **that.**

Pupil 15-5: **So thus** means **that,** too.

Pupil 18-10: from **ITAQUE.**

Pupil 47-4: I thought this meant **this** or **that.**

These four reasons were the only reasons from twenty-nine pupils. They illustrate the vagueness of the ideas of the pupils, if such statements can illustrate anything.

4.18 ITA thus and .6

Pupil 4-16: Because I could not think of **and so on.**

Pupil 6-19: I thought **and** would be the same as thus.

Pupil 6-23: Because **ITAQUE** means **and so forth.**

Pupil 7-4: Because **ITAQUE** means **and so,** and I thought **ITA** meant **and.**

Pupil 15-14: It looks like a form of **ATQUE** or **ET.**

Pupil 43-16: I thought that **and** was one of the many meanings of **ITA**.

It will be noticed that this response was given by six pupils and that each pupil gives a reason for his response different from the reasons of the other five.

4.19 IBI	there	here, in this place	2.2

Pupil 19-16: I thought it could mean **here** or **there.**
Pupil 33-4: I always get **HIC** and **IBI** confused.
Pupil 33-2: A hasty answer which left out the **t.**
Pupil 33-19: I got **here** and **there** mixed.
Pupil 38-17: Our vocabulary gives this meaning.

5.9 REDDO	I give back	take, I take, I take back	1.3

Pupil 23-4: **DO** means **give,** and **RE** means **again.**
Pupil 42-4: **DO** means **to give, RE** means **back.**

It is to be noticed that, while these pupils gave **take** as the response, the reasons show a correct understanding of the word. This correct understanding may be due to experience with the word subsequent to the time of the test.

SUMMARY

There were 181 different responses of this type, comprising 730 pupil-responses.

4.

Same Kind of Meaning

A response of this type although incorrect, appears to be related to the correct response in a general way, such that the correct response and the incorrect response represent the same kind of meaning.

In many instances this general relationship consists in the fact that both the correct meaning and the incorrect response belong to the same part of speech, or to the same subdivision

of the same part of speech. In some instances this general relationship consists of a similarity of meaning which, however, is not synonymous; as, **give** and **pay.**

In the following enumeration, with each response is indicated the kind of relationship as judged by the investigator.

Test Word	Correct Response	Class	Pupil's Response	Percentage of Pupils Making this Response
1.6 VULNERO	I wound	war verb	kill	.8

Pupil 4-20: I mean **wound.**

Pupil 4-25: I knew it meant either **killing** or **wounding.**

Pupil 6-25: Mistaken for **VINCO.**

Pupil 44-5: I got it mixed with **kill.**

Pupil 44-14: I knew it meant to do some bodily harm.

These five statements by pupils constitute a good illustration of what is meant by "words of the same class," and these statements show how readily words of similar meaning are confused by pupils.

1.7 VENIO	I come	verb of motion	go	1.4

Pupil 20-5: I confused **go** with **come.**

Pupil 40-6: Our Latin vocabulary gives **go.**

Pupil 46b-4: Got two verbs of motion, **come** and **go,** confused.

The statement of pupil 40-6 is correct. His Latin book gives **come, go** as meanings of **VENIO.** In this report **go** is not accepted as a correct meaning of **VENIO.**

1.8 FILIUS	a son	a relatively young person	boy	2.9
1.8 FILIUS	a son	family relationship word	brother	.9

Pupil 33-7: Confused with **FRATER.**

2.5 AESTAS	summer	season	winter	2.5

Pupil 17-20: I knew it was a **season** and guessed.

Pupil 40-14: I had **summer** and **winter** turned around.

Pupil 46a-2: I thought of **ice**, and thought it meant **winter.**

Pupil 46b-2: Knew it was a **season** of year, **AES** like **ice.**

3.3 SINE without preposition after, behind 1.7

Pupil 6-12: I got it confused with **POST.**

Pupil 18-13: I knew it was a preposition and guessed what it was.

Pupil 33-1: I knew there was a word of four letters meaning **after.**

3.12 DE down from preposition by 1.2

Pupil 7-26: I usually saw that word with an ablative.

Pupil 21-17: I was thinking of **A** or **AB.**

Pupil 23-20: Both have two letters.

Pupil 33-10: Both small words; guessed it.

3.19 UBI Where interrogative adverb why 2.2

3.20 QUAM how interrogative adverb when 2.0

3.20 QUAM how interrogative adverb why 1.2

Pupil 9-7: I knew **QUIS** meant **who**, so **QUAM** equals **why.**

3.22 COTIDIE daily an expression of time tomorrow 2.6

Pupil 11-3: I knew it meant either **today** or **tomorrow.**

Pupil 15-4: Confused with **POSTRIDIE.**

Pupil 40-8: I was confused with the words connected with **day.**

4.1 DUO two numeral one 1.4

Pupil 5-16: I meant **two.**

Pupil 12-6: Knew it was a **number** but forgot which one.

Pupil 38-4: I thought **DUO** meant **one**, and **DUAE** meant **two.**

Pupil 46b-7: I knew it was some low **number.**

4.15 HODIE today an expression of time tomorrow 1.5

Pupil 18-10: I got **daily, today, tomorrow,** and **yesterday** mixed.

Pupil 40-6: Got my adverbs confused.

4.15 HODIE today an expression of time yesterday 2.6

Pupil 27-8: Thought it was **COTIDIE.**

Pupil 27-11: I translated it **until today** or **yesterday.**

4.17 HIC this pronoun that 6.7

Pupil 3-9: Thought **HIC** meanth **this** or **that.**

Pupil 42-17: I was thinking of **QUI.**

4.20 IDEM the same demonstrative pronoun this, this one 2.1

Pupil 33-2: Thought **IDEM** part of **ID.**

4.24 IPSE self pronoun this 2.4

Pupil 47-13: Studied it with **HIC, HAEC, HOC,** which is on same page, and got the two mixed.

4.24 IPSE self pronoun he 2.2

Pupil 18-5: I thought **IPSE** had two meanings: **he, himself.**

Pupil 19-7: I meant **himself,** as it is often translated **he himself.**

5.1 OCTO eight numeral seven 1.0

Pupil 7-28: I just miscounted the Latin numerals.

5.1 OCTO eight numeral nine .9

Pupil 28-18: **October** is the **ninth** month of the year.
Pupil 32-5: Miscounted my Latin numerals.

5.12 VIGINTI twenty numeral ten .8

Pupil 9-6: In history I studied of **ten** whigs **(sic)**, and I always think of **ten**, when I see this word.
Pupil 11-17: Looks like **virgins**. There are **ten**.
Pupil 33-20: It looked like it to me.
Pupil 41-4: I knew **VIGINTI** was a numeral.
Pupil 16-18: The word **VIGINTI** looks like thirty.
Pupil 19-1: Thought it was **TRIGINTI.**
Pupil 21-20: I knew it was a multiple of **ten**, either twenty or thirty.

SUMMARY

There were 480 different responses of this type, comprising 1,494 pupil-responses.

5.

Same Kind of Meaning but Inaccurate

A response of this type is of the same class or kind of meaning as the correct response, but is not parallel in form, or is inaccurate in some other way.

This type of response is removed from the correct response by an additional step as compared to the type of response analyzed in the preceding section; as, VENIO, **go, went.**

Test Word	Correct Response	Corresponding Words of Same Class	Pupil's Response	Percentage of Pupils Making this Response
1.7 VENIO	I come	EO, go	went	.7

Pupil 3-10: This word sometimes means **go.**
Pupil 10-18: Mixed with **come.**
Pupil 38-4: I thought it meant **go.**
Pupil 34-12: I was confused with past tense of **go.**

4.7 VESTER your NOSTER, our we 1.3

Pupil 3-2: Because I thought it was a personal pronoun.

Pupil 9-4: **VESTER** and **NOSTER** mixed.

Pupil 31-6: Have the pronouns mixed up.

4.10 NOS we EGO, I my, mine .9

Pupil 19-18: Put first singular possessive instead of first plural.

4.10 NOS we VOS, you your, yours 1.8

Pupil 38-22: I confused this with **VOS**. I knew it meant **you** or **your**.

Pupil 39-14: I thought it was plural of **TUUS**.

Pupil 40-14: **NOSTRI** does mean **your**; I thought of this.

4.23 SUUS own TUUS, your yourself 1.9

Pupil 17-22: I got it mixed with **TUUS**.

SUMMARY

There were 87 different responses of this type, comprising 213 pupil-responses.

6.

Meaning of Associated Latin Word

A response of this type is the meaning of some Latin word which is, apparently, in the pupil's experience, associated with the test word.

Test Word	Correct Response	Associated words	Pupil's Response	Percentage of Pupils Making this Response
1.1 PULCHER	beautiful	PULCHRA FILIA	daughter	.2
2.6 GERO	I manage	GERO TEGO	cover	.5

Pupil 12-11: Studied in the same lesson as **TEGO**.

This statement of pupil 12-11 is correct. There are eight words in the vocabulary of the lesson in question, two of which are **GERO** and **TEGO**. Four of the five pupils who made this response are in the same class group, 12, and the pupil who made the fifth response was in class group 45 which also used the same text book as the pupils of class group 12. This response is an illustration of the fact that many errors arise from an incomplete analysis of the learning situation.

2.6 GERO I wage BELLUM GERO war .5

Pupil 34-18: **BELLUM GERO** means **begin war,** and I confused them.

3.3 SINE without SINE DUBIO doubt .4

3.6 PROPTER near PROPTER, INTER between .3

Pupil 44-13: Was in the same lesson as the word for **between** and I got it mixed.

5.2 LIBER free SEMPER LIBERI always .1

Pupil 27-4: I learned the motto of West Virginia: MONTANI SEMPER LIBERI.

5.8 SUMMUS highest SUMMO COLLE hill .4

Pupil 46b-11: Because **SUMMUS** looks like **summit.**

SUMMARY

There were 22 different responses of this type, comprising 44 pupil-responses.

7.

Meaning of Similar Latin

A response of this type is an English equivalent of some Latin word similar to the test word in spelling or pronunciation or both spelling and pronunciation.

Test Word	Correct Response	Similar Latin	Pupil's Response	Percentage of Pupils Making this Response
1.2 LINGUA	a tongue	LONGA	long	1.6
1.3 DOMUS	a house	DOMINUS	master, lord, Lord	8.6

Pupil 7-12: Because it looked to me to be **DOMINUS.**

1.7 VENIO	I come	VIDEO	see	4.2

Pupil 6-6: I thought the word was **VIDEO.**

Pupil 34-7: Was confused with **VIDEO,** which means **see.**

1.9 CAPUT	the head	CAPIO	seize, take, capture, take from	4.4

Pupil 9-1: **UT** means **in order to,** and **CAP** seems to come from **CAPIO.**

Pupil 34-18: I thought it was a form of **CAPIO.**

Pupil 39-1: I thought it was pertaining to **CAPIO.**

The reason of pupil 9-1 is copied almost verbatim from the directions sheet which was sent as a sample to show how to fill the reasons paper. See Appendix 8.

1.9 CAPUT	the head	CORPUS	the body	2.0

Pupil 5-12: I was thinking of **CORPUS.**

Pupil 20-2: The first part of the word **CAP** refers to to **capture,** and when you are **captured,** your **body** is **taken.**

Pupil 31-2: Got the words **head** and **body** mixed.

Pupil 33-20: I knew it represented some part of the **body.**

Pupil 42-16: I put **body** because I knew **CAPUT** had something to do with **body.**

The reason of pupil 20-2 is apparently influenced by the sample in the directions sheet. See Appendix 8.

1.10 NOX	night	MOX	soon, presently	5.8

1.15 MORIOR I die MOROR delay 5.8

1.16 NAVIS a ship NAUTA sailor 5.5

1.19 TRANO I swim over TRANS across 25.3

Pupil 11-3: Thought word was **TRANS**; never had **TRANO**.

Pupil 39-3: I thought it was **TRANS**, preposition.

The text book of pupil 11-3 does not contain the word **TRANO**. But see page 43.

2.2 VINCO I conquer VENIO come 3.5

Pupil 20-13: I was all mixed up over **VENIO**, **VINCO**, and **VIDEO**.

Pupil 38-17: I knew it was either **come** or **conquer**, so I chose **come**.

2.8 NOVUS new NOVEM nine 4.9

2.19 AGO I drive AGER field 5.0

Pupil 46a-5: I thought **AGO** was the ablative of **AGER**.

2.21 PATIOR I suffer PATER father 11.1

Pupil 46a-2: I was thinking of **PATER**.

3.3 SINE without SAEPE often .6

Pupil 35-25: Thought it was **SIMUL**.

Pupil 39-1: Got this mixed with **SAEPE**.

As is illustrated by the comment of pupil 35-25, a pupil in trying to explain an incorrect response is liable to make one or more additional errors.

3.23 NUM no[1] NAM for 7.0

Pupil 7-24: I was thinking of **NAM**.

3.23 NUM no TUM then 4.4

Pupil 31-11: I mistook **NUM** for **TUM**, which means **then**.

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1 See p. 24 on the impossibility of translating the word NUM in isolation.

3.30	TANDEM	at last	TAMEN	however, still, yet, nevertheless	10.1
4.10	NOS	we	VOS	you	5.8
	Pupil 38-21: I got **NOS** and **TU** mixed. Pupil 40-12: I had it confused with **VOS**.				
4.12	QUIS	who	QUOD	which	12.4
	Pupil 16-7: Mistook for **QUOD**.				
4.19	IBI	there	UBI	where	14.8
	Pupil 32-14: Mistook it for **UBI**.				
4.19	IBI	there	UBI	when	6.9
	Pupil 2-19: I mistook this for **UBI**.				
4.25	DEINDE	thereupon	DENIQUE	in the end, finally, last, at last, at length	7.6
5.6	LIBERI	children	LIBRI	books	16.5
5.8	SUMMUS	highest	SUMUS	we are	14.2
5.19	LIBENTER	willingly	LIBER	free, free man	10.2
5.23	HORTOR	I encourage	HORTUS	garden	10.7
5.27	LAETUS	joyful	LATUS	wide, broad	7.8

SUMMARY

There were 1226 different responses of this type, comprising 8230 pupil-responses.

8.

Approximate Meaning of Similar Latin.

A response of this type is an English equivalent, but only approximately so, of some Latin word similar to the test word.

In this classification considerable liberty was taken. If the response contains an idea which in any way approximates the root meaning of some Latin word similar to the test word, such response is counted in this class.

Test Word	Correct Response	Similar Latin	Pupil's Response	Percentage of Pupils Making this Response
1.3 DOMUS	a house	DOMINUS	teacher	.4
Pupil 43-2: I was thinking of **DOMINUS**.				
1.3 DOMUS	a house	DONO, DONUM	give, gave	1.0
Pupil 12-2: I thought it was **DONUM**.				
Pupil 32-16: I got it confused with **DONO**.				
1.8 FILIUS	a son	FILIA	girl	.9
Pupil 38-17: I mixed the word with **FILIA**, and also forgot that **FILIA** means **daughter** not **girl**.				
1.29 VALLUM	a stockade	VALEO	brave	1.0
Pupil 27-11: Parts something like **VALEO**.				
Pupil 33-11: The verb **VALEO** means **strength, be brave**. I thought that **VALLUM** meant **brave**.				
2.2 VINCO	I conquer	VENIO	came	.8
Pupil 31-2: Seemed like **VENIO**, beginning with **V**.				
2.4 NULLUS	no one	MULTUS	many	2.1
Pupil 4-1: **NULLUS** means **some person**, so I thought this meant **many**.				
2.8 NOVUS	new	NOVEM	ninth	1.1
Pupil 10-17: Mixed with **NOVEM**.				

2.11 RES a thing REX kingdom .6

Pupil 19-16: **REX** means **king**; I thought **RES** would be **kingdom.**

Pupil 41-16: I knew that **RES** had something to do with **kingdom** or **king,** but did not know which.

Pupil 42-6: I was thinking of **REX, king.**

2.12 DEBEO I owe DO give away, give back 2.8

Pupil 17-21: I thought the word was **DO.**

Pupil 40-6: Got confused with **DEDI** from **DO.**

2.18 VERTO I turn VERO truth 1.7

Pupil 38-11: Didn't look closely, thought it was adverb **VERO.**

2.21 PATIOR I suffer PATER fatherly 1.7

4.23 SUUS one's own SESE he 4.2

Pupil 1-7: I thought it was a reflexive.

Pupil 17-20: I did not take time to think that **his** would be better. **He** just came to my mind.

Pupil 20-6: I knew **SUUS** to be a pronoun, but I forgot about it being reflexive.

Pupil 21-11: I meant to write **her**; I was hurrying.

4.23 SUUS one's own SESE him 1.9

Pupil 21-9: I forgot to put **self** on the pronouns.

Pupil 34-26: By mistake I put **m** for **s** in **him.**

Pupil 46b-16: I meant to write **himself.**

5.11 PAREO I obey PARO ready, I am ready, prepared be prepared 1.5

Pupil 11-1: Confused with **PARO.**

5.23 HORTOR I encourage HORTUS gardener 2.6

SUMMARY

There were 194 different responses of this type, comprising 601 pupil-responses.

9.

Incorrect Meaning of Similar Latin

A response of this type is an English word or phrase, given as an equivalent of some Latin word similar to the test word, but quite inaccurately so.

Responses of this type are classified in this way because of the explanations or reasons of those pupils giving these responses. Without such explanations all these responses would have to be placed with those responses counted as impossible to classify.

Test Word	Correct Response	Similar Latin	Pupil's Response	Percentage of Pupils Making this Response
1.9 CAPUT	the head	CAPIO	make	.3

Pupil 28-2: **Head**; your **head, makes** everything; so it is **make.**

Pupil 34-27: I was thinking of **CAPIO**; I meant to put **take,** not **make.**

2.14 PARO	I prepare	PAREO	please	.2

Pupil 17-2: I confused it with **PAREO,** and then gave the wrong meaning.

2.30 CONSILIUM	a deliberation	AUXILIUM	building	.2

Pupil 11-2: Confused it with **AUXILIUM.**

3.11 SI	if	SE	you	.2

Pupil 34-20: I thought it meant any kind of reflexive pronoun.

3.16 INTERIM	meanwhile	ITER	about, around	.2

Pupil 47-4: I thought this was taken from **ITER.**

3.21 QUOD because QUAM when .6

Pupil 2-5: Confused it with **QUAM.**

3.26 VERO in truth VERTO send, send back .2

Pupil 43-2: I was thinking of **VERTO** with **TERGA.**

3.30 TANDEM at last TAMEN therefore .8

Pupil 34-4: Confused it with **TAMEN.**

4.19 IBI there UBI why 1.6

Pupil 17-19: I meant **where**; thinking **IBI** was **UBI.**

Pupil 18-6: I thought it was **UBI,** which I thought meant **why.**

Pupil 21-19: I thought it was **UBI.**

4.25 DEINDE thereupon UNDE therefore 1.1

Pupil 35-14: I had it mixed with **UNDE.**

5.11 PAREO I obey PARO separate .2

Pupil 27-11: Confused with **PARO,** to **arrange,** so **separate.**

SUMMARY

There were 41 responses of this type, comprising 94 pupil-responses.

10.

Associated with Meaning of Similar Latin.

A response of this type is some English word associated with the meaning of some Latin word similar to the test word.

Test Word	Correct Response	Similar Latin	Pupil's Response	Percentage of Pupils Making this Response
1.15 MORIOR	I die	MOROR	sooner	.2

Pupil 26-10: Mixed up with opposite, **delay.**

1.15 MORIOR I die MORS undertaker .2
Pupil 38-6: Looked like **MORS.**

1.23 NASCOR I am born NASUS smell .2
Pupil 18-18: I was thinking of **NASUS.**

2.8 NOVUS new NOVEM number .3
Pupil 11-11: Suggested by **NOVEM.**

2.16 VOLO I am willing VULNERO kill .2
Pupil 7-26: Mixed it with **VULNERO.**

2.21 PATIOR I suffer PATER governor .1
Pupil 6-13: I knew that **PATER** meant **father,** and the word **governor** just happened to come to my mind, when I thought of the words in relationship to the word **PATER**—In my trade I do not have any use for Latin.[8]

2.28 GAUDIUM joy GLADIUS shield .6
Pupil 46a-6: Mistook it for **GLADIUS.**
Pupil 47-16: I got **GALEA** and **GAUDIUM** mixed up, and I got **helmet** and **shield** twisted.

3.27 SIMUL at the same time as SIMUL AC soon .8
Pupil 7-25: **SIMUL ATQUE** means **as soon as.**
Pupil 43-4: I thought it was **SIMUL AC,** which means **soon.**

4.5 TANTUS so great MANUS touch .7
Pupil 32-5: I knew **MANUS** meant hand. This accounts for my answer.

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8 This pupil is personally known to the investigator. Although he left school to learn the trade of patternmaker, a letter was sent to him to ask his reason for the response *governor.* A most interesting reply was received from which the above sentences have been taken.

5.14 QUARTUS the fourth QUATTUOR five .5

Pupil 7-15: Looked like **five.**

Pupil 41-16: Because **four** comes after **five.** I mixed them up.

Pupil 43-16: I had the numbers mixed.

5.16 ITER a going INTER through .4

Pupil 19-14: I confused it with **INTER**, which I thought meant **through.**

SUMMARY

There were 107 different responses of this type, comprising 200 pupil-responses.

11.

Erroneous Analysis.

A response of this type consists of a conclusion which is the result of some mistake or mistakes in analyzing the test word into parts and giving a meaning to each part.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.9 CAPUT	the head	in order to capture	.1

CAP, capture; UT, in order to.

1.12 SEDEO	I sit	but that	.1

SED means **but**, and **EO** means **that.**

1.12 SEDEO	I sit	but go	.2

Pupil 33-14: **SED** means **but**, and **EO** means **go.**

1.14 PROFICISCOR	I set out	before office	.1

PRO, before; OFIC, office.

1.27 DIMITTO	I send forth	hurl, throw, throw down	.4

Pupil 23-4: **MITTO** means **throw**, and **DE** means **down** or **away.**

Pupil 34-6: I thought if **MITTO** means **send**, **DIMITTO** must mean **hurl.**

1.28 TRADUCO I lead across thirty-two .1

Pupil 34-26: Thought **TRA** means **three**; **DUO**, **two.**

1.28 TRADUCO I lead across third leader .2

Pupil 4-16: **TRA** means **third**, and **DUCO** means **leader.**

Pupil 46a-16: Combined **TRES**, **three**; **DUCO**, **leader.**

2.17 INOPIA a need in town, in the town .3

Pupil 7-26: **IN** from English, and **TOWN** from **OPPIDUM.**

2.24 NEGOTIUM business don't you go .1

Pupil 6-20: Pencil slipped.

This pupil is personally known to the investigator. A more particular questioning brought out the following analysis: **NE** is a negative and means **Don't**; **go** is **go**, and the remainder was "made up."

3.13 ATQUE and also and but, but and .6

Pupil 7-11: **QUE** meant **and**, and I didn't know **AT.**

Pupil 7-25: **QUE** means **and**; I thought **AT** meant **but.**

3.16 INTERIM meanwhile crevice .1

Pupil 47-13: **INTER** means **between** and **between rims**, the ending of the word, would mean **crevice.**

3.29 ITAQUE and thus so that .5

Pupil 19-7: Because **ITA** is **so**, and **QUE** is **that**, therefore **so that.**

4.8 QUISQUE each anyone .7

Pupil 38-14: **QUIS** is a relative pronoun, and **QUE** means **and**, so I thought it was indefinite.

4.8 QUISQUE each and whom .7

Pupil 5-9: **QUE** means **and**; **QUIS** taken from **QUIS, QUAE, QUID.**

4.8 QUISQUE each and why .6

Pupil 5-27: I took **QUIS** for **why**, and **QUE** for **and.**

4.8 QUISQUE each and who, who and 10.6

Pupil 7-12: Because **QUE** means **and**, and **QUIS** means **who.**

4.11 UNDE whence eleven .3

Pupil 39-12: In French **UN** means **one**, and I thought **DE** meant **ten**; so **ten** and **one** equals **eleven.**

4.11 UNDE whence one down, one less, one from, one of 1.6

Pupil 38-23: **UN** looks like **one**; **DE** means **DOWN.**

4.16 UNDIQUE on all sides and wave .3

UNDA, wave; QUE, and.

4.16 UNDIQUE on all sides one and, and one .6

Pupil 30-22: **UNO** means **one**, and I thought **QUE** meant **and.**

4.26 QUANDO when than give **.1**

Pupil 41-5: **QUAM** is **than**; **DO** is **to give.**

5.10 DEPONO I put down place about, I put about **1.2**

Pupil 17-7: **DE** means **about**; and **PONO, to place**; therefore **place about.**

5.10 DEPONO I put down place concerning, concerning the place .2

Pupil 30-9: **PONO** means **place**; **DE** means **concerning.**

5.18 EXEO I go out from him 1.1

Pupil 44-23: **EX** means **from**; and **EO**, **him.**

5.18 EXEO I go out from this .4

Pupil 44-22: I took the word apart; **EX**, **from**; **EO this.**

5.18 EXEO I go out from there, from that place, out of that place, from this place 1.2

Pupil 26-5: From the English word **exit.**

Pupil 31-10: I analyzed it, knowing **EX** means **out of** and **EO**, **that place.**

SUMMARY

There were 130 different responses of this type, comprising 433 pupil-responses.

12.

Meaning of Portion of Test Word.

A response of this type is the meaning of a portion of the test word, the remainder of the test word being entirely ignored.

Test Word	Correct Meaning	Portion of Test Word	Pupil's Response	Percentage of Pupils Making this Response
1.12 SEDEO	I sit	SED	but	1.6

Pupil 6-16: I thought the word was **SED**, which does mean **but.**

1.20 VIRGO a maiden VIR man 1.1

Pupil 46b-2: Looks like the word **VIR**, meaning **man.**

1.22 LACRIMA a tear LAC milk .5

Pupil 18-9: I thought the word was **LAC**, which means **milk.**

2.13 PARS a part PAR equal 7.2

Pupil 10-1: Confused with **PAR.**

2.14 PARO I prepare PAR equal 1.3

Pupil 6-19: **Par** means **equal.**

3.3 SINE without SI if 2.1

3.6 PROPTER near PRO before 2.1

Pupil 33-16: Confused **PROPTER** with **PRO.**

3.8 NEQUE and not NE not 2.5

Pupil 18-18: It may be translated as **not.**

3.8 NEQUE and not —QUE and 3.3

Pupil 1-10: Forgot about the **NE.**

Pupil 11-10: Knew it was a conjunction.

Pupil 17-17: There was a **QUE** in it.

Pupil 34-26: I thought this was a different form for **and.**

Pupil 35-23: I thought this meant **and** as well as **either.**

Pupil 38-17: I knew that **QUE** on the end of a word meant **and,** and so I put **and,** not knowing what **NE** meant.

3.16 INTERIM meanwhile INTER between, in between 6.8

3.29 ITAQUE and thus —QUE and 1.0

Pupil 30-11: The word **QUE** attached to a word means **and.**

Pupil 30-21: **QUE** means **and;** I just forgot the **so.**

4.8 QUISQUE each QUIS who 1.7

Pupil 35-4: Because **QUIS** is **who.**

Pupil 46a-18: Enclitic **QUE** never explained.

Pupil 46a-20: **QUIS** is nominative.

Pupil 46a-21: I thought it was a form of the pronoun **who.**

4.12 QUIS who QUI which 12.3

Pupil 21-6: I was thinking of **QUI.**

Pupil 21-9: I thought it was the relative pronoun.

4.14 QUIDAM a certain person QUI which 1.7

Pupil 17-11: I thought of **QUI,** which means **which.**

Pupil 46a-2: I was thinking of **QUIS, QUAE, QUOD.**

4.14 QUIDAM a certain person QUID what 1.9

Pupil 21-11: I thought it was the substantive **QUID.**

Pupil 35-4: Because **QUID** means **what.**

Pupil 46b-1: I knew it was neuter gender.

4.15 HODIE today DIE day 1.3

Pupil 38-13: Wasn't sure whether it meant **day** or **today.**

5.8 SUMMUS highest MUS we 1.0

Pupil 32-3: I meant to add **are;** I knew **MUS** was the first person plural ending.

Pupil 46a-2: I was thinking of **SUMUS.**

5.18 EXEO I go out EX out, out of 4.0

Pupil 4-7: Sounded like it meant **exit.**

Pupil 4-10: Because **EXEO, go out,** and I think **out of** is the same.

Pupil 4-16: I said that because **EX** means **out of.**

Pupil 33-8: I thought **EXEO** came from the English word **exit.**

Pupil 34-18: **EX** means **out,** and I didn't know what else to say.

SUMMARY

There were 64 different responses of this type, comprising 772 pupil-responses.

13.

Approximate Meaning of Portion of Test Word.

A response of this type is an approximate meaning of a portion of the test word, the remainder of the test word being entirely ignored.

Test Word	Correct Response	Portion of Test Word	Pupil's Response	Percentage of Pupils Making this Response
1.20 VIRGO	a maiden	VIR	manly	.3
3.8 NEQUE	and not	NE	no	1.0

Pupil 39-7: I knew **NE** was negative.
Pupil 44-12: Because it means **and not.**

4.8 QUISQUE	each	QUIS	what for	.4
4.8 QUISQUE	each	QUIS	whom	.4
4.14 QUIDAM	a certain person	QUI	which one	.3

Pupil 19-2: I thought **QUID** was **which.**
Pupil 35-7: I thought **QUI** meant **which.**

4.14 QUIDAM	a certain person	QUI	of whom, whose	.5
4.14 QUIDAM	a certain person	QUI	whom	1.0

Pupil 23-24: Question.
Pupil 24-3: I got it mixed with **QUI**; **am** for accusative.
Pupil 42-7: I remembered that **QUI** meant **who.**

5.8 SUMMUS	highest	SUM	is, it is	.3

Pupil 32-6: I was thinking of the third person instead of the first, mistaking this for the verb **to be.**

5.8 SUMMUS	highest	SUM	was, he was	.3

Pupil 24-13: I thought this was a form of **SUM**, but it isn't.

5.8 SUMMUS highest SUM to be .3

Pupil 42-16: It seemed like **SUM, to be.**

5.17 SPES hope PES foot-soldier .2

SUMMARY

There were 27 different responses of this type, comprising 72 pupil-responses.

14.

Portion of Response Meaning of Portion of Test Word.

A response of this type consists of a word or a phrase such that a portion of it is the correct meaning of a portion of the test word, but the response as a whole is incorrect.

Test Word	Correct Response	Portion of Test Word	Pupil's Response	Percentage of Pupils Making this Response
1.25 DESILIO	I leap down	DE	I sit down, settle down	.4

Pupil 6-21: **DESIL** looked like **sit down.**

Pupil 26-8: **DE,** the prefix, means **down.**

Pupil 38-23: **SEDEO** means **sit,** and **DE** means **down.**

1.27 DIMITTO I send forth MITTO send about .3

Pupil 41-2: I thought **DI** meant **about,** instead of **away.**

Pupil 46a-20: **MITTO** means **send, DE** means about; means **send about.**

1.27 DIMITTO I send forth MITTO send ahead, send forward .9

Pupil 35-6: Got it mixed with **INTERMITTO.**

Pupil 38-7: I knew it meant **send** something.

1.27 DIMITTO I send forth MITTO send behind, send back 14.9

Pupil 1-10: Mistook it for **DEMITTO.**

Pupil 5-7: I knew **MITTO** meant **send,** but did not know what **DI** meant.

Pupil 10-7: Confused with **REMITTO.**

1.28 TRADUCO I lead across DUCO lead forward, lead ahead 1.2

Pupil 29-2: I thought **TRA** meant **ahead.**

Pupil 40-9: **Lead forward** resembles **lead across.**

1.28 TRADUCO I lead across TRA go across, cross over, to cross 1.8

Pupil 19-4: I knew it meant some form of **across.**

Pupil 34-14: I thought this to mean **transend** or **to cross.**

Pupil 34-19: **TRA** means **across** and I thought **DUCO** meant **to go.**

Pupil 39-6: I thought **lead across** and **cross over** meant practically the same thing.

1.28 TRADUCO I lead across DUCO lead back 2.4

Pupil 39-10: Because **DUCO** means **lead,** and I thought **TRA** meant **back.**

1.28 TRADUCO I lead across DUCO lead from, lead out, lead forth, lead away, draw from 3.7

Pupil 11-16: Thought **a** before **DUCO** meant **from.**

3.22 COTIDIE daily DIE yesterday 5.7

Pupil 11-13: Knew that **DIE** meant **day.**

Pupil 18-10: I got **daily, today, tomorrow,** and **yesterday** mixed.

Pupil 35-24: I had it mixed with the word for **today.**

Pupil 40-10: I knew it had something to do with **day**

5.10	DEPONO	I put down	PONO	I put upon, I place upon	.6

Pupil 9-4: **PONO** means **put**; I decided that **DE** equals **upon.**

Pupil 41-11: Because it resembles **deposit.**

5.10	DEPONO	I put down	DE	seize from, snatch away, I take from, take away	1.8

Pupil 11-16: Tried to translate separate parts of the word.

Pupil 23-1: **PONO** means **to place; DE** means **away.** If a thing is **placed away,** it would be **taken away.**

Pupil 39-10: I knew **DE** meant **from**; I thought **PONO** meant **seize.**

Pupil 42-12: Thought **DE,** meaning **from,** and **PONO, place** would equal **take from.**

5.18	EXEO	I go out	EX	send out, put out, drive out	.7

Pupil 35-24: **EX** means **to go from.**

Pupil 43-16: I knew that **EXEO** had something to do with **out,** so I wrote **put out.**

SUMMARY

There were 150 different responses of this type, comprising 622 pupil-responses.

15.

Too Much Included.

A response of this type gives a correct meaning of the test word, and, in addition, gives the meaning of some other word or phrase, which is, apparently, in the pupil's experience, associated with the test word.

Test Word	Correct Response	Associated Words	Pupil's Response	Percentage of Pupils Making this Response
2.6 GERO	I wage	BELLUM GERO	carry on war wage war	4.4
2.8 NOVUS	new	AGMEN NOVISSIMUM	rear	.3
2.11 RES	a thing	RES PUBLICA	republic, public affairs	.8

Pupil 10-16: **RES PUBLICA.**

2.17 INOPIA	a lack	INOPIA CIBI	lack of food, no food	.2

Pupil 34-17: It means **lack of** and I thought it also meant **lack of food.**

3.3 SINE	without	SINE DUBIO	without doubt	.4

Pupil 31-12: I thought it meant **without** or **without doubt.**

3.4 EX	out of	EXEO	go out from, depart from	.4

Pupil 33-13: I was thinking of the word **EXIRE,** which means **go out of.**

Pupil 38-15: I knew **EX** meant **out of,** and I thought **depart from** was just the same.

3.27 SIMUL	at the same time as	SIMUL ATQUE	as soon as	1.6

Pupil 43-7: I first learned the idiom **SIMUL ATQUE,** and just forgot that it didn't mean **as soon as** without the **ATQUE.**

Pupil 46b-1: Our vocabulary gives this as **as soon as.**

4.6 EGO	I	EGO SUM	I am	.4

5.7 DIU	for a long time	QUAM DIU	how long	.7

Pupil 10-6: **QUAM DIU.**

5.8 SUMMUS	highest	SUMMUS MONS	top of mountain, mountain top	.6

SUMMARY

There were 21 different responses of this type, comprising 120 pupil-responses.

16.

Multiple Response: Part Correct, Remainder Approximately Correct.

Although more than one response to each word was neither requested nor expected, there were enough such responses to warrant tabulating and examining them. When the reasons papers were sent out, many of these multiple responses were made the subject of special inquiry. The question "Why both?" or "Why two responses?" written into the blanks brought some illuminating reasons. These explanations and reasons are given in their places in the appropriate classifications.

Test Word	Correct Response	Pupil's Part Correct	Response is Remainder Approximately Correct	Percentage of Pupils Making this Response
2.12 DEBEO	I owe	owe	debt	.3

Pupil 46b-15: To insure meaning.

This statement of pupil 46b-15 is in reply to the inquiry as to why two meanings were put down. The significance of this reason lies in the fact that this pupil expected one of the two responses to be correct, and that in consequence he would receive credit for the word. The paper of pupil

46b-15 shows that the teacher crossed off **debt** and counted the response correct.

2.15 IMPERIUM	command	command	leader	.1

Pupil 46a-12: **Leader** is the head of an army; **command** is given by a **leader.**

This statement by pupil 46a-12 was given in reply to the question as to why he gave two responses. The teacher counted the response correct.

4.7 VESTER	yours	yours	you	.3
4.10 NOS	we, us	we, us	our	.3
4.23 SUUS	own	own	self, himself	.3

Pupil 13-6: **IPSE** confused with **SUUS.**

5.2 LIBER	book, free book		freedom	.1

Pupil 43-10: I thought that the word meant **freedom** as well as **book** for the word **LIBER** means **free.**

5.18 EXEO	I go out	go out, go from	exit	.5

Pupil 38-5: Because **EX** means **from** and **EO** means **go.** I thought **go from** and **exit** meant the same thing.

Pupil 44-1: **Exit** is often found in theater, meaning **go out.**

Pupil 45-7: Because both are correct.

SUMMARY

There were 35 different responses of this type, comprising 50 pupil-responses.

17.

Multiple Response: Part Correct, Remainder Incorrect.

Test Word	Correct Response	Pupil's Part Correct	Response Remainder Incorrect	Percentage of Pupils this Making Response
1.3 DOMUS	a home	home	we give	.1
1.12 SEDEO	I sit	sit	put, place	.2

Pupil 41-14: I thought **sit** or **place** meant almost the same thing.

1.14 PROFICISCOR I set out set out seek .1
Pupil 42-1: I considered the meanings similar.

1.22 LACRIMA a tear tear cry .1
Pupil 19-11: I considered both correct.

1.30 SERVO I save save serve .2
Pupil 32-3: **To serve** is to **save** anything. **SERVO** is like **serve.**

3.1 AD to to from .3
Pupil 3-1: I twisted **AD** and **AB** then.

3.9 UT that that and .2
Pupil 19-11: I must have been thinking of **ET.**

3.11 SI if if yes .2
Pupil 28-1: **SI** is **yes** in Italian; thought Romance languages alike.
Pupil 47-1: In Spanish **SI** means **yes.**

4.17 HIC this this that .6
Pupil 39-6: Because **this, that** meant practically same in English.
Pupil 41-4: In the singular **HIC** means **this**; thought **that** was plural.
Pupil 44-12: Didn't know which.

4.28 ILLE that that this 1.3
Pupil 9-1: I wasn't sure which was correct.
Pupil 9-5: I knew that **ILLE** meant **that**; I thought **this** and **that** meant the same.
Pupil 46b-19 gave **this, that** as the meaning. The teacher in scoring the paper, crossed off the **this** and counted the response correct.

5.6 LIBERI children children books .2
The teacher, in scoring the papers of the two pupils who

gave this double response, crossed off **books** and counted the response correct.

5.30 CONTENDO I strive contend call together .1
Pupil 39-15: I was hoping one would be right.

SUMMARY

There were 71 different responses of this type, comprising 109 pupil-responses.

18.

Multiple Response: Part Approximately Correct, Remainder Incorrect.

Test Word	Correct Response	Pupil's Part Approximately Correct	Response Remainder Incorrect	Percentage of Pupils Making this Response
1.15 MORIOR	I die	death	bad	.1
1.30 SERVO	I preserve	guard	serve	.2

Pupil 16-21: Put **serve**, since **SERVO** looks like it.

2.10 COPIA plenty troops food .1
Pupil 46b-20: **Food**, the sams as **supply**; **troops** in plural.

3.13 ATQUE and so thus by chance .1
Pupil 4-27: I thought they both meant the same.

4.24 IPSE self he that .4
Pupil 18-18: I meant either **that** or **he**.
Pupil 19-9: Because it meant **self**.

5.8 SUMMUS highest height depth 1.7
Pupil 38-20: Was thinking of a noun from the adjective **high**, hence **height**. **Depth** was an afterthought.

SUMMARY

There were 18 different responses of this type, comprising 38 pupil-responses.

CHAPTER V

RESPONSES ASSOCIATED WITH ENGLISH IN THE RECALL TEST.

In this chapter we shall consider those responses which appear to have been made because of the influence of or association with English words. Some of these responses are directly similar to their respective Latin test words; as, **LINGUA, linger.** Other responses appear to have an intervening or additional step between them and their respective test words; as, **LINGUA, linger, stay.** In this latter type the general progress of thought seems to be **Latin word, similar English word, English word of equivalent meaning or related in meaning.** The relation between the Latin word and the similar English word is that of **association of verbal images,** while the relation between the similar English word and an equivalent English word is that of **association of English meanings.**

1.

Similar English.

A response of this type is an English word or phrase similar to the Latin word of the test in spelling or pronunciation or both spelling and pronunciation.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.1 PULCHER	beautiful	pitcher	.5
Pupil 1-7: It seemed as though **pitcher** was derived from it.			
1.2 LINGUA	a tongue	linger	2.4
Pupil 39-2: It looks like the English word **linger.**			
1.5 CELER	swift	clear	1.5
1.9 CAPUT	the head	captive	1.3
Pupil 7-22: Thought it was right; sounded like it.			

1.10 NOX	night	no	2.3
1.11 HOMO	a human being	home, at home	6.2

Pupil 32-6: The word **HOMO** looks like the English word **home.**

1.12 SEDEO	I sit	said, I had said	1.7
1.14 PROFICISCOR	I set out	professor	16.0

Pupil 8-8: The word **PROFICISCOR** looked like English word **professor.**

1.15 MORIOR	I die	mirror	5.1

Pupil 11-2: Looks like the English word **mirror.**

1.16 NAVIS	a ship	navy	3.8
1.19 TRANO	I swim across	train, I train	3.5

Pupil 5-20: The word looks like **train.**

Pupil 30-3: I thought the word meant **train.**

1.21 CENA	dinner	cane	.5

Pupil 46a-13: I did this because it looks like the word **cane.**

Pupil 46b-17: It looked like **cane** and I put it down.

Before sending out the reasons papers, on the paper of pupil 46a-13 the investigator put in pencil after the word **cane,** "Explain fully." Although the pupil sees superficial resemblance, he does not mention the fact that the letters in the two words are the same. Neither does any other one of the five pupils who gave this response.

1.26 SENATUS	the senate	senator, senators	37.1
1.30 SERVO	I save	serve, be a servant	53.8
2.11 RES	a thing	for	.2

Pupil 46b-8: Had three letters in it, the same as **for.**

It is observed that there is a tendency on the part of pupils to respond to a short Latin word by a short English word, apparently regardless of whether the letters are

the same or not. For example, in this study the word **RES** has eleven responses of three-letter words, fifteen responses of four-letter words, and two responses of two-letter words. Thirty-six responses to the word **RES** are one-syllable English words.

2.20	PUTO	I reckon	put, put to, put down	10.4

Pupil 8-8: Meaning was unknown to me and looked like **put.**

2.23	OPUS	a work	open, I open	3.7

Pupil 4-1: Resembles **OPUS.**
Pupil 30-16: Resembles word **open.**

2.24	NEGOTIUM	business	negotiate, I negotiate	12.9
3.27	SIMUL	at the same time as	similar	21.8
4.11	UNDE	whence	under, underneath	16.3
5.14	QUARTUS	the fourth	quarter, quarters	11.6

Pupil 11-5: Looked like English.
Pupil 12-17: Plural on account of **s** on **QUARTUS.**
Pupil 45-5: **QUARTUS** looks as though it meant **one-fourth.**

5.21	COMMUNIS	common	community, community's	18.4

Pupil 7-12: Because I thought English got **community** from it.

5.26	SUPPLICIUM	punishment	supply, supplies	31.4
5.29	MATURO	I hasten	mature, I am mature	20.0

SUMMARY

There were 990 different responses of this type, comprising 7,576 pupil-responses.

2.

Related Meaning to Similar English.

A response of this type is an English word or phrase synonymous with, or derived from, or in some other way related in meaning to, some other English word or phrase resembling the Latin word of the test.

In this classification considerable freedom of assignment was found necessary. Under this caption are classed words which are not exactly parallel synonyms, but which the pupil has probably counted as such. If it appears probable that the idea contained in the response was suggested by some English word similar to the Latin word, the response is classed under this head.

Test Word	Correct Response	Similar English	Pupil's Response	Percentage of Pupils Making this Response
1.2 LINGUA	a tongue	linger	stay, wait	.3

Pupil 33-8: I thought it came from English word **linger.**

1.11 HOMO	a human being	home	house	.9

Pupil 18-12: **HOMO** looks like the English word **home.**

Pupil 46b-17: It looked like **HOMO** so I put that down.

Apparently the latter pupil was under the impression that the test word was the response. There are other instances in the reasons papers of the misconception that the responses are the test words and that the test words are the responses.

1.14 PROFICISCOR	I set out	professor	teacher	1.8

Pupil 11-13: The word **PROFICISCOR** looks like the English word **professor.**

1.20 VIRGO a maiden vigor vitality, energy .5

It will be noticed that **vigor** contains the same letters as **VIRGO**. The investigator was watching the reasons papers to see whether there was any influence probable from the mixed-letter word games which children play. But not one of the pupils in this investigation gave as his reason for a response that a word contains the same letters as the Latin test word, only mixed up.

1.23 NASCOR I am born nasal nose 1.6

Pupil 34-1: **NASCOR** looks like our word **nasal.**

Pupil 46a-2: Sounded like **nasal.**

Pupil 46b-8. From the German word **Nase.**

1.27 DIMITTO I send forth diminish subtract, lessen, take away 2.0

Pupil 9-1: The words sound alike.

Pupil 16-9: Slip for **send away.**

Pupil 34-17: It means **to dismiss** or **separate,** almost the same.

Pupil 41-10: **DI, from; MITTO, take away from.**

1.29 VALLUM a stockade valor braveness, courage, bravery 4.8

Pupil 18-18: It sounds like **vallor** (sic).

Pupil 34-23: Because I thought the word **valor** came from **VALLUM.**

2.2 VINCO I conquer ventriloquism say, I say, speak .4

Pupil 18-3: Thinking of **ventriloquism.**

The other three pupils who gave this response did not send in any reasons papers. It might be that those pupils were influenced by the similarity of **VINCO** to **DICO**. If this were true, the classification would change. This illustrates one of the weaknesses of the investigation. That is, it is almost impossible to determine in some instances

what the origin of the response was. If there is pupil evidence, we use it. If the reason for a response is not obvious and if there is no pupil evidence, the response is classed as undetermined. This undetermined or unclassified group of responses will be presented last of all. See Chapter VII, section 2, page 114.

2.7	GRAVIS	heavy	gravity	a pull down, weight	4.2

Pupil 9-8: **GRAVIS** looks like **gravity**, and **gravity** is **force.**

2.20	PUTO	I reckon	put	place, I place, pitch	7.1

Pupil 10-4: Looks like **put.**
Pupil 10-5: Looked like **put** or **place.**

2.28	GAUDIUM	joy	gaudy	vivid, bright, brilliant, showy	4.8

Pupil 8-5: The English word **gaudy** means **brilliant.**
Pupil 11-5: From English **gaudy.**
Pupil 38-23: **GAUD** looked **gaudy**; therefore **vivid.**

3.17	ADVERSUS	opposed	adversary	opposer, antagonist, rival, enemy, foe, opponent	4.4
3.27	SIMUL	at the same time as	similar	same, same as, the same as	6.6
5.19	LIBENTER	willingly	liberty	freedom	3.8
5.29	MATURO	I hasten	mature	old	2.2

Pupil 11-3: **Mature** means **ripe**, and when a person is **old,** he is **ripe.**
Pupil 11-16: **MATURO** looks like English word **mature** which means **old.**

SUMMARY

There are 208 different responses of this type, comprising 999 pupil-responses.

3.

Word Associated with Similar English.

A response of this type is an English word or phrase, which is apparently, in the pupil's experience, associated with some other English word or phrase similar to the Latin word of the test.

Test Word	Correct Response	Similar English	Pupil's Response	Percentage of Pupils Making this Response
1.3 DOMUS	a house	dominion	town, city	.7

Pupil 16-1: I thought the word **dominion** came from it.

Pupil 47-11: Because it pertains to a location.

Pupil 47-13: Reminded me of **domain** and a place where people live.

1.5 CELER	swift	cellar	below	.2

Pupil 24-15: **CELER** looks like English word **cellar**; guessed **below.**

1.13 AUDIO	I hear	audible, audience	talk, speak	.9

Pupil 4-5: I thought it pertained to the mouth or ear.

Pupil 4-10: I thought it meant **talk** or **tell** because it makes you think of an **audible** sound.

Pupil 4-17: Reminds me of **audience.**

Pupil 5-2: I knew it meant something of hearing and got them twisted.

1.16 NAVIS	a ship	navigate	sea	1.1

Pupil 5-21: I was thinking of the English word **navigate** which pertains to the **sea.**

Pupil 33-8: I knew it had something to do with water but didn't know what.

Pupil 34-16: I thought **ship** and **sea** were the same.

1.20	VIRGO	a maiden	virgin	I am pure, clean, purify, pure	.5

Pupil 45-11: Sounded like English **virgin,** meaning **pure.**

Pupil 46a-16: Looked like **virgin.**

Pupil 46a-20: I was thinking of **virgin.**

1.21	CENA	dinner	century	hundred	.3

Pupil 41-15: It looks very much like the word **century.**

2.23	OPUS	a work	optician, optic, optical	eye	8.0

Pupil 6-8: I thought it meant **eye,** because an **optician** is an **eye** doctor.

Pupil 7-21: From **optic.**

Pupil 20-6: I considered **optical, eye,** to be derived from **OPUS.**

Pupil 43-3: I knew the **eye** was controlled by the **optic** nerve and I thought **OPUS** looked like **optic.**

2.24	NEGOTIUM	business	negotiate, negotiations	treaty, compact	1.9

Pupil 17-24: Because **negotiation** is so often used with **treaty.**

Pupil 23-1: The English word **negotiations,** if used between countries, would mean a sort of **treaty.**

Pupil 40-10: The word **NEGOTIUM** looks like **negotiations** or **treaty.**

3.30	TANDEM	at length	tandem	two	.5

Pupil 33-21: Confused with the English meaning.

4.13	NEUTER	neither of two	neuter	thing	1.1

Pupil 2-4: **Neuter** in English means **thing.**

Pupil 32-2: Because **neuter** means **things** in English.
Pupil 46b-2: Like **neuter** gender, **thing**.

5.17	SPES	hope	spectacles	see, you see, look at	.6

Pupil 15-11: I thought of **spectacles.**

SUMMARY

There were 223 different responses of this type, comprising 560 pupil-responses.

4.

General Idea of Similar English.

A response of this type is an English word or phrase containing the general idea, of which some other English word similar to the Latin word of the test, is a specific instance.

Test Word	Correct Response	Similar Specific Word	Pupil's Response	Percentage of Pupils Making this Response
1.5 CELER	swift	celery	vegetable	.1

Pupil 4-12: **CELER** looks like word **celery.**

1.18	LITUS	the seashore	lotus	plant	.1

Pupil 18-5 gave the response **lotus.** But no reasons paper was received from the pupil who gave the response **plant.**

1.18	LITUS	the seashore	litmus	paper	.4

Pupil 29-2: In chemistry classes there is such a thing as **litmus** paper for testing acids. **Litmus made** me think of **LITUS.**

1.29	VALLUM	a stockade	vellum	paper	.1

Pupil 47-13: Thought it was **vellum,** which is a **parchment.**

2.1	POPULUS	the people	Publius	boy's name	.1

Pupil 44-18: I got it mixed with **publius.**

2.23 OPUS	a work	opal	gem, jewel	.2
2.23 OPUS	a work	opium	poison	.1

Pupil 11-15: Connected with **opium.**

3.14 CUR	why	cur	animal	.1
3.14 CUR	why	cur	dog	.3
3.22 COTIDIE	daily	cootie	bug	.1

Pupil 34-1: This word reminded me of the English word **cooty.**

3.28 SATIS	enough	satin	cloth	.1

Pupil 35-14: I was thinking of **satin.**

5.9 REDDO	I give back	red	color	.2

Pupil 6-6: It looks as though it is a **color.** I dropped Latin this year.

5.15 PECUNIA	money	petunia	flower	.2

Pupil 19-9: Because it sounds like the name of a **flower.**

Pupil 30-9: I thought a **PECUNIA** was a **flower.**

5.25 CERTUS	decided	citron	fruit	.1
5.27 LAETUS	glad	lotus	flower	.2

SUMMARY

There were 15 different responses of this type, comprising 24 pupil-responses.

5.

Portion of Test Word.

A response of this type consists of repeating a portion of the test word, as though this were an English word representing the meaning of the entire test word.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.3 DOMUS	a house	do	.1
1.9 CAPUT	the head	cap	.1
1.9 CAPUT	the head	put	.5
Pupil 9-7: Because **put** is in **CAPUT**.			
1.20 VIRGO	a maiden	I go	.2
Pupil 46a-6: From the English word.			
1.27 DIMITTO	I send forth	dim	.1
1.29 VALLUM	a stockade	all	.1
2.10 COPIA	plenty	cop	.1
2.24 NEGOTIUM	business	go	.1
Pupil 2-19: I put **go** on account of the **go** in **NEGOTIUM**.			
3.3 SINE	without	in	.4
Pupil 33-22: **In** is part of **SINE**.			
Pupil 34-3: **In** is contained in word **SINE**.			
3.13 ATQUE	and also	at	.3
Pupil 46a-7: Because **at** is part of **ATQUE**.			
3.16 INTERIM	meanwhile	in	.3
3.18 INTER	between	in	3.7
Pupil 38-18: **Among** I thought had the sense of being **in**, and then it had **in** in the word, so I put it down.			
3.22 COTIDIE	daily	cot	.1
3.29 ITAQUE	and thus	it	.1
5.8 SUMMUS	highest	us	.1
Pupil 4-17: Ends in **us**.			

SUMMARY

There were 15 different responses of this type, comprising 63 pupil-responses.

CHAPTER VI

RESPONSES ASSOCIATED WITH BOTH ENGLISH AND LATIN IN THE RECALL TEST.

In this chapter we shall consider those responses which, on account of reasons given by pupils or explanations by pupils, could not clearly be classified exclusively with either Latin or English origins, but might be classified as associated with either Latin or English or with both Latin and English.

Doubtless, if more reasons had been received, more of the responses would have had to be placed in this class. The more numerous the reasons of the pupils are, the more variation there is in these reasons themselves. Scrutiny of the pupil reasons shows that, in the case of many of the responses in this study, some pupils notice that the test word resembles some familiar English word, while other pupils notice that the same test word resembles some other Latin word.

The significant fact is that the beginning pupil is greatly influenced by some sort of superficial similarity of word-images in his study of Latin vocabulary.

1.

Similar English and Similar Latin

A response of this type in the opinion of some pupils, is due to the similarity of the test word to some English word, but, in the opinion of other pupils, is due to the similarity of the test word to some other Latin word.

Test Word	Correct Response	Similar English	Similar Latin	Pupil's Response	Percentage of Pupils Making this Response
1.3 DOMUS	a house	dormant	SOMNUS		
		dormitory	DORMIO	sleep	.6

Pupil 45-3: **DOMUS** looks like **dormant**, means **sleep.**

Pupil 46b-16: I thought it looked like **dormitory**, a building to **sleep** in.

1.10	NOX	night	now	NUNC	now	2.8

Pupil 12-13: I thought **NOX** did mean **now**, because they look alike.
Pupil 39-1: Was thinking of **NUNC**.
Pupil 39-10: It looked somewhat like it.

2.15	IMPERIUM	a command	peril	PERICULUM	peril, danger	3.0

Pupil 30-22: It looks like the word **peril**.

3.23	NUM	no	now	NUNC	now	10.4

Pupil 8-8: **NUM** does mean **now**.
Pupil 15-7: It looked somewhat like **now**.
Pupil 39-9: I got it mixed with **NUNC**.

4.27	ULLUS	any	all	TOTUS	all	5.0

Pupil 11-15: Confused with **TOTUS**.
Pupil 26-9: Sound of **LUS** on end.
Pupil 26-13: Spelled like **all**.
Pupil 28-5: Looked like word **all**.
Pupil 29-8: I thought **ULLUS** meant **everyone** instead of **none**.

5.7	DIU	for a long time	day	DIES	day	5.2

Pupil 10-16: Confused with **DIES**.
Pupil 16-4: It resembles **day**.

5.11	PAREO	I obey	prepare	PARO	make ready, get ready	22.4

Pupil 11-4: Confused it with **PARO**.
Pupil 21-1: Resembles **prepare**.

SUMMARY

There were 92 different responses of this type, comprising 1,671 pupil-responses.

2.

Erroneous Inference.

A response of this type shows sometimes an association with a similar Latin word, sometimes with a similar English word, but is supported by an explanation which consists of a faulty or fanciful process of reasoning.

Test Word	Correct Response	Pupil's Response	Percentage of Pupils Making this Response
1.6 VULNERO	I wound	aid, help	.2

Pupil 13-2: I knew a **wound** needed **aid.**

1.12 SEDEO	I sit	put, place, I place	.5

Pupil 3-7: **Sedentary** in English means **set.**

Pupil 38-18: **SEDES** means **place** or **spot;** so I thought the verb meant the same thing.

1.19 TRANO	I swim across	I send	.3

Pupil 9-7: I knew the verb **TRANSEO** meant **to go across,** so I figured this a shortened form, meaning **to send.**

1.20 VIRGO	a maiden	manhood, manliness	.4

Pupil 38-21: **VIR** means **man,** so I thought **VIRGO** meant **manliness.**

1.30 SERVO	I preserve	work, I work, labor	.6

Pupil 41-10: A person, who **serves, works.**

Pupil 42-14: I confused **SERVO** with **SERVUS,** which means **servant.**

Pupil 46a-13: I was thinking of the noun.

2.2 VINCO	I conquer	kill	.5

Pupil 28-10: They usually **kill** a person, if he is **overcome.**

Pupil 45-12: I thought **kill** was about the same as **conquer.**

Pupil 45-14: I thought **VINCO** meant **kill.**

2.7 GRAVIS heavy level .3
Pupil 7-8: Looks like **gravity**; keeps things **level.**

2.7 GRAVIS heavy light .3
Pupil 42-16: **VIS** means **power**; so I thought of **light.**

2.10 COPIA plenty aid .4
Pupil 19-7: **COPIA** means **forces,** which are an **aid** to an army.

2.14 PARO I prepare I separate .6
Pupil 6-3: **PARS** means division; I thought **PARO** would mean **separate.**
Pupil 18-3: **PAR** is a portion of **part.**

2.21 PATIOR I suffer more fatherly .2
PATER, father; PATIOR, more fatherly.

2.21 PATIOR I suffer uncle .5
Pupil 35-14: It was similar to **PATER,** which means **father.**

2.23 OPUS a work round .2
Pupil 26-13: Because it looks like **opal.**

3.5 ANTE before little, small .2
Pupil 32-15: Because of **ante**-room being **small.**

4.13 NEUTER neither of two middle .5
Pupil 35-7: I thought of **neutral,** the **middle.**
Pupil 47-7: Relation to **neutral,** in between, or **neither** side.

4.13 NEUTER neither of two nothing 1.3
Pupil 21-1: **Neuter** gender is genderless.
Pupil 38-3: Because I thought of **neuter** gender as **nothing.**
Pupil 38-16: **Neuter** in English means **no** or **nothing.**
Pupil 38-21: **Neuter** in English means one without gender; so I put nothing.

5.6 LIBERI children read .2
Pupil 34-18: **LIBER** means **book**, and I jumped to conclusions.

5.24 MENS the mind cloth .1
Pupil 46b-8: **MENSA**, **table**; **MENS**, **tablecloth.**

SUMMARY

There were 137 different responses of this type, comprising 251 pupil-responses.

3.

Multiple Response: Both Incorrect.

A multiple response of this type, while both parts are wrong, shows sometimes an association with a similar Latin word and sometimes with a similar English word. Sometimes also there seems to be an association with the root meaning of the word, but the meaning is not correctly perceived or given.

Test Word	Correct Response	Pupil's Response First	Second	Percentage of Pupils Making this Response
1.24 SOCIUS	a companion	spy	enemy	.1
1.28 TRADUCO	I lead across	trade	surrender	1
Pupil 20-5: **TRAD** looks like English word **trade.**				
2.8 NOVUS	new	sailor	navy	.1
Pupil 34-1: I thought this looked like **NAVIS.**				
2.20 PUTO	I reckon	put	make	.1
Pupil 35-10: **Put** is in **PUTO**, and when you **put** something, it is usually **made.**				
2.24 NEGOTIUM	business	lawful	negotiate	.1
Pupil 46b-15: Mean practically same. To insure meaning. This statement was made in reply to the question, "Why two responses?"				

3.13 ATQUE and also before after .1

Pupil 40-4: I had forgotten that I put both of the words down, because I meant to erase one.

5.4 MULTUM much more many .1

Pupil 46b-2: Looks like English word; one might be O. K.

5.8 SUMMUS highest large much .1

Pupil 46b-15: To insure meaning.

This statement was made in reply to the question why two responses were given.

5.29 MATURO I make ripe mature grow .4

Pupil 39-8: I didn't know which was right, and to make sure I wrote them both.

5.29 MATURO I make ripe mature old .4

Pupil 38-22: I was thinking of a noun when I wrote this. I put both words because I wanted you to know that I didn't guess the word.

SUMMARY

There were 45 different responses of this type, comprising 52 pupil-responses.

CHAPTER VII

RESPONSES NOT ASSOCIATED WITH ENGLISH OR LATIN IN THE RECALL TEST.

In this chapter we shall consider (1) those incorrect responses which were due to the influence of some modern foreign language, and (2) those responses which could not be classified.

1. Responses Associated with Modern Foreign Languages.

Comparatively few pupils in their explanations stated that responses were made because of experience with or confusion with some modern foreign language. The responses of those pupils who did base their reasons upon a knowlege of some modern foreign language are reported here. They consist of thirteen responses based upon Italian, four based upon Spanish, one based upon German, six based upon French, one based upon Slovak, and one based upon both Italian and Spanish; in all twenty-six cases.

a. Responses Based Upon Italian.

Test Word	Correct Response	Italian	Pupil's Response	Percentage of Pupils Making this Response
1.23 NASCOR	I am born	NASCONDERE	hide	.4

Pupil 7-4: Because **NASCO** means **hide** in Italian.
Pupil 11-9: From Italian **NASCONDERE**.
Pupil 12-14: Influence of Italian language.

2.9 MALUM	evil	AMMALATO	sick	.3

Pupil 11-15: Guessed at it from Italian.

2.14 PARO	I prepare	PARLARE	talk	.1

Pupil 6-20: Looks like the word **talk** in Italian.

2.18 VERTO	I turn	VERDE	green	.2

Pupil 13-5: I was thinking of the Italian word for **green.**

2.22 PETO I grasp PRENDERE seize, I seize .2

Pupil 11-15: Confused with **PRENDO.**

2.22 PETO I grasp PETTINE comb .1

Pupil 12-14: Influence of the Italian language.

2.24 NEGOTIUM business NEGOZIO store .1

Pupil 11-9: From the Italian word **NEGOTIO.**

The Italian word **NEGOZIO** means **business,** the correct response for the Latin word also.

2.25 MALO I prefer AMMALATO sick, ill .7

Pupil 11-9: From the Italian word **MALE.**

Pupil 11-15: Guessed it from Italian.

Pupil 12-14: Influence of Italian language.

3.3 SINE without INFINO until **.3**

Pupil 11-9: From the Italian **IN FINE.**

4.5 TANTUS so great TANTO many .4

Pupil 11-15: Guessed from Italian.

The Italian word **TANTO** means **so much, so many.** The Italian word for **many** is **MOLTI.**

4.5 TANTUS so great TANTO much .6

Pupil 2-17: Looks right in Italian.

4.21 ALIQUANDO at any time QUANDO whenever .1

Pupil 11-15: Guessed from Italian.

The Italian word **QUANDO** means **when, if, whenever.**

5.17 SPES hope SPESA spend .2

Pupil 7-26: Similar to Italian dialect word.

The Italian word **SPESA** means **expense.** The Italian word for **spend** is **SPENDERE.**

b. Responses Based Upon Spanish.

Test Word	Correct Response	Spanish	Pupil's Response	Percentage of Pupils Making this Response
1.17 VIVO	I live	VIVA	cheer	.3

Pupil 2-5: I read Spanish word **VIVA**, given in approval.

2.5 AESTAS	summer	SIESTA	sleep	.1

Pupil 40-1: I got this mixed with **SIESTA**.

2.21 PATIOR	I suffer	PATIO	balcony	.1

Pupil 35-21: **PATIO** means **balcony** in Spanish.

This statement is incorrect. **PATIO** is the Spanish word for **yard.** The word for **balcony** is **BALCÓN**.

5.15 PECUNIA	property	PEQUEÑA	small	.2

Pupil 34-22: I confused **PECUNIA** with the Spanish word **pequeña,** meaning **small.**

c. Responses Based Upon German

Test Word	Correct Response	German	Pupil's Response	Percentage of Pupils Making this Response
5.19 LIBENTER	willingly	LIEBER	dear	.1

This pupil hears German spoken in his home.

Also, with reference to 4.23 **SUUS**, pupil 46b-8, who gave the response **your,** states as his reason, Sounded a little like German **du.**

d. Responses Based Upon French.

Test Word	Correct Response	French	Pupil's Response	Percentage of Pupils Making this Response
1.17 VIVO	I live	VIVE LA FRANCE	shout	.1

Pupil 28-12: In France, when somebody passes, they say **VIVE LA FRANCE.**

1.17	VIVO	I live	VIVE	hurrah	.1
1.17	VIVO	I live	VIVE	long live, live long	.4

Pupil 38-6: Looked like **VIVE LA FRANCE**, which means **LIVE LONG FRANCE.**

1.17	VIVO	I live	VIVE	hail	.7

Pupil 5-9: I must have thought of the French word **VIVE.**

3.7	—QUE	and	QUE	which	.1

Pupil 42-22: I confused my French with Latin.

5.27	LAETUS	joyful	LAIT	milk	.2

Pupil 42-19: Seemed to have a relationship to the French word for **milk.**

e. Response Based Upon Slovak.

Test Word	Correct Response	Slovak	Pupil's Response	Percentage of Pupils Making this Response
2.25 MALO	I prefer	MALA	small	.5

Pupil 29-11: Because the Slovak word **MALA** means **small.**

Pupil 33-23 gave **small** as the meaning of 2.9 **MALUM** and of 2.25 **MALO.**

f. Response Based Upon Both Italian and Spanish.

Test Word	Correct Response	Italian Spanish	Pupil's Response	Percentage of Pupils Making this Response
3.11 SI	if	SI	yes	1.3

Pupil 4-10: **SI** means **yes** in another language and I got mixed up.

Pupil 10-6: Thinking of the Mexican word for **yes.**

Pupil 12-1: Means **yes** in Spanish.

Pupil 41-11: In Italian **SI** means **yes.**

SUMMARY

There were 26 different responses based upon modern foreign languages, comprising 79 pupil-responses.

2. Unclassifiable Responses

A comparatively large number of responses, 2,165, could not be classified because no adequate reason or basis for these responses could be determined. Although diligent inquiry was made of the pupils as to why they gave the responses, and although many hundreds of reasons were received, these reasons failed to give a real clue as to why the responses were made. Most of these reasons were evasive or neutral or noncommittal. Several hundred pupils stated that they "guessed." But many of these instances of guessing were good guesses; that is, there seemed to be a plausible reason for such a response. Other reasons of this kind were: "Got mixed"; "Latin is my failing subject"; "I had to work after school and did not have time to study enough"; "That was right last year, I have discontinued Latin"; "Mistaken identity"; "I had the idea in mind but used the wrong word"; "My mind could not hold so many words"; "Simply a bad break"; "Never learned any Latin last year"; "Meant the right word." These are only a few specimens cited from a great many such statements given as reasons.

It would be easy to conjecture associations for many of these unclassified responses. Thus **LINGUA, short** might be by way of **LONGUS** and its opposite; **LINGUA, stones** might be by way of **LAPIS**; **DOMUS, large** might be a failure to analyze the phrase **DOMUS MAGNA**; **DOMUS, animal** might be by way of **dormouse.** But the investigator has refrained from making such conjectures excepting when they were supported by evidence of some sort.

Test Word	Correst Response	Pupil's Response	Percentage of Pupils Making this Response
1.2 LINGUA	a tongue	short	.1
1.2 LINGUA	a tongue	few	.2

Possibly the word **little** may have influenced this response.

1.2 LINGUA	a tongue	stones	.1
1.3 DOMUS	a house	horror	.1
1.3 DOMUS	a house	word	.1
1.3 DOMUS	a house	large	.1

MAGNUS has three letters common with **DOMUS**.

1.3 DOMUS	a house	self	.1
1.3 DOMUS	a house	animal	.1
1.3 DOMUS	a house	friendly	.1

CHAPTER VIII

SUMMARIES.

1.

Statistical Summary.

a.

TABLE IV

Distribution of types of wrong responses associated with Latin in the recall test.

Type of Wrong Response	Number of Different Responses of this Type	Number of Times Reponses of this Type Occurred
1. Nearly correct	420	5495
2. Associated with correct meaning	121	318
3. Remote connection with correct meaning	181	730
4. Same kind of meaning	480	1494
5. Same kind of meaning but inaccurate	87	213
6. Meaning of associated Latin word	22	44
7. Meaning of similar Latin	1226	8230
8. Approximate meaning of similar Latin	194	601
9. Incorrect meaning of similar Latin	41	94
10. Associated with meaning of similar Latin	107	200
11. Erroneous analysis	130	433
12. Meaning of portion of test word	64	772
13. Approximate meaning of portion of test word	27	72

14. Portion of response meaning of portion of test word	150	622
15. Too much included	21	120
16. Multiple response: part correct, remainder approximately correct	35	50
17. Multiple response: part correct, remainder incorrect	71	109
18. Multiple response; part approximately correct, remainder incorrect	18	38
	Total,	19,635

This table is read as follows: There were 420 different wrong responses classed as **nearly correct.** The total number of times responses of this type occurred was 5,495.

b.

TABLE V

Distribution of types of wrong responses associated with English in the recall test.

Type of Wrong Response	Number of Different Responses of this Type	Number of Times Responses of this Type Occurred
1. Similar English	990	7576
2. Related in meaning to similar English	208	999
3. Associated with similar English.	223	560
4. General idea of similar English..	15	24
5. Portion of test word	15	63
	Total	9,222

This table is read as follows: There were 990 different wrong responses classed as **similar English.** The total number of times responses of this type occurred was 7,576.

c.

TABLE VI

Distribution of types of wrong responses associated with both English and Latin in the recall test.

Type of Wrong Response	Number of Different Responses of this Type	Number of Times Reponses of this Type Occurred
1. Similar English and similar Latin	92	1671
2. Erroneous inference	137	251
3. Multiple response: both incorrect	45	52
	Total	1,974

This table is read as follows: There were 92 different wrong responses classed as **similar English and similar Latin.** The total number of times responses of this type occurred is 1,671.

d.

TABLE VII

Distribution of types of wrong responses not connected with English or Latin in the recall test.

Type of Wrong Response	Number of Different Responses of this Type	Number of Times Reponses of this Type Occurred
1. Associated with modern foreign languages	26	79
2. Not possible to classify	2165	2662
	Total	2,741

This table is read as follows: There were 26 different wrong responses classed as **associated with modern foreign languages.** The total number of times responses of this type occurred was 79.

e.

The ACL Multiple Choice Test.

1. The total number of incorrect pupil-responses[1] was 49,800.

2. There were 29,304 pupil-responses of the type in which the incorrect response is an English equivalent of some Latin word resembling the word of the test.

3. There were 15,478 pupil-responses of the type in which the incorrect response is an English word resembling the Latin word of the test.

4. There were 5,018 pupil-responses of the type in which the incorrect response is some English word taken at random.

f.

The Recall Test.

1. The total number of incorrect pupil-responses was 33,572.

2. There were 19,635 pupil-responses of the type in which the incorrect response is an English equivalent of some Latin word resembling the word of the test, or appears to have been given because of association with some Latin word or words.

3. There were 9,222 pupil-responses of the type in which the incorrect response is an English word resembling the Latin word of the test, or appears to have been given because of association with some English word or phrase.

4. There were 1,974 pupil-responses of the type in which the incorrect response appears to have been given because of association with both English and Latin.

5. There were 2,741 pupil-responses of the type in which

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1 A "pupil-response" signifies one incorrect response checked by one pupil. If two pupils checked the same incorrect response, this was counted two pupil-responses. If sixteen pupils checked the same incorrect response, this was counted sixteen pupil-responses, and so on. All the pupil responses of each section or division were added to find the total pupil-responses for that section or division. Finally, all these totals were added to find the grand total of pupil-responses for the entire test.

the incorrect response appears to have been given because of association with some modern foreign language, or cannot be classified; that is, those responses not associated with English or Latin.

g.

TABLE VIII

Statistical comparison of types of wrong responses in the ACL multiple choice test and in the recall test.

Type of Wrong Response	Multiple Choice Test Number	Multiple Choice Test Percentage	Recall Test Number	Recall Test Percentage
Associated with Latin words	29,304	58.3[4]	19,635	58.4[4]
Associated with English words	15,478	31.0	9,222	27.4
Associated with both English and Latin.[2]			1,974	5.8
Associated with neither English nor Latin[3].	5,018	10.0	2,741	8.1
Totals	49,800	99.3	33,572	99.7

[2] In this type some pupils attributed the wrong response to associating the test word with some other Latin word, while other pupils attributed the same response to associating the test word with some English word. In a few instances both explanations were given by the same pupil.

[3] This type in the multiple choice test coincides with the random choices taken from Thorndike's *Teacher's Word Book*. In the recall test, excepting for 79 pupil-responses (a negligible percentage) associated with some modern foreign language, it consists of responses which were unclassifiable. In many instances the pupils confessed to guessing at the answer. Both may be classed as essentially random.

[4] The fact that in both the multiple choice and the recall test the percentage of incorrect responses associated with Latin words was 58% is merely a coincidence, for the reason that in the tabulation of the wrong responses to the multiple choice test no instances could be classified with those responses "associated with both Latin and English," because no reasons for responses were sought or obtained from those pupils who took the multiple choice test. On the other hand, if those wrong responses in the recall test which were tabulated as "associated with both Latin and English," were retabulated with either "associated with Latin" or "associated with English," the numbers of responses of these two types would both be increased, in consequence of which the percentages would also be increased, and, in particular, the percentage of associations with Latin (58.3) would become greater as compared with the percentage of associations with English.

This table is read as follows: Of wrong responses in the multiple choice test, 29,304 or 58.3% were caused by confusing the Latin word of the test with some other Latin word; of wrong responses in the recall test, 19,635 or 58.4% were so caused, and so on.

2.

Findings and Recommendations.

Findings of the Study

1. (a) The pupils in the recall Latin vocabulary test made twenty-eight different types of error. (See Table IV, page 116; Table V, page 117; Table VI, page 118; and Table VII, page 118.) (b) These different types of error were made from 38 to 8,230 times. (See TableIV, page 116; Table V, page 117; Table VI, page 118; and Table VII, page118.)

2. These twenty-eight different types of error may be grouped into the following three larger types:

(a) In approximately 60% (58.3% in the multiple choice test, and 58.4% in the recall test) of the wrong responses, the response is a more or less correct meaning of some Latin word similar to the test word. (See Table VIII, page 120.)

(b) In approximately 30% (31.1% in the multiple choice test, and 27.4% in the recall test) of the wrong responses, the response is an English word similar to the test word, or a more or less correct equivalent of such English word. (See Table VIII, page 120.)

Combining (a) and (b) above, in approximately 90% (58.3% plus 31.0% in the multiple choice test, and 58.4% plus 27.4% in the recall test) of the wrong responses, there is some sort of superficial similarity between the wrong response and the test word, either directly, or indirectly through the intervention of an additional step.

(c) Approximately 10% (10.0% in the multiple choice test, and 8.1% in the recall test) of the wrong responses were random choices or guesses. In particular, in the multiple

choice test, as many as 65% of the suggested responses chosen at random by the author of the test were checked by less than 1.0% of the pupils.[1]

3. The pupils in the recall test were found to have made other types of error than those noted as main types, as follows:

(a) Many of the wrong responses in the recall test seem to indicate that the pupil missed the significance of the test, and was looking for English derivatives of the test words.[2]

(b) Many of the wrong responses appear to show that the pupil has only a vague idea of the test word, or has put his idea into a hazy or vague expression.[3] This type of response is essentially the same as that type of response in the multiple choice test which the judges considered "vaguely verbalized."

(c) Not only is there a strong tendency on the part of the pupil to respond to the test word by an English word superficially similar to the test word, but in the case of short Latin words, almost any short English word may be given as a meaning by the pupil. In some instances there may be one letter or more common to the test word and the response. Or there may be no letter common to the test word and the response, the pupil, apparently, seeing likeness in some slight similarity of sound or of rhythm.[4]

(d) A tendency of the pupil, as shown in this investigation, to analyze the Latin word into parts and give a plausible or even correct meaning to each part has been present in many erroneous responses. These responses display much youthful ingenuity, based largely upon partial or superficial similarity.[5]

4. Although the pupils may agree in giving the same incorrect response to any given test word, they do not agree as to why they gave such response.[6]

5. In addition to the generalizations given above, the study

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[1] See Chapter II, page 26.
[2] See Chapter IV, section 1, word 2.19, page 55.
[3] See Chapter IV, section 1, word 4.27 ULLUS; also Chapter II, section 1, under word 4.13 NEUTER, and following pages.
[4] See Chapter V, section 1, word 2.11 RES, page 94.
[5] See Chapter IV, section 11, page 78.
[6] See Chapter IV, section 1, page 53, and many following pages.

has yielded a considerable mass of qualitative data showing the responses which pupils actually did make to specific words, and their relative frequency.[7] The frequency is roughly indicative of the probabiity that other pupils would make the same mistake, and consequently would serve as source material for wrong answers in constructing a multiple choice test.

Recommendations for Better Selection of Wrong Responses in Multiple Choice Test Construction

The following suggestions cannot be called findings or conclusions, but they are so closely based upon the statistical findings that they merit consideration:

1. Multiple choice tests items should be so constructed as to include suggested responses similar to the Latin word of the test. Findings 2 (a) and (b), given above, show that pupils in a recall test are likely to give as wrong responses either English words suggested by some Latin word similar to the test word, or an English word similar to the test word, and the former twice as often as the latter. Hence suggested wrong responses which are the equivalents of Latin words similar to the test word should be approximately twice as numerous as suggested wrong responses which are themselves directly similar to the test word.

2. Finding 2 (c) would appear to indicate that suggested responses chosen at random, as from a dictionary, can serve but little purpose in a vocabulary test, and might as well be omitted entirely. An added reason for not using random choice selections in a multiple choice test is that, since few random words are checked, the reliability of the test is reduced, because practically only the remaining suggested choices are checked by the pupil. In particular, in the ACL multiple choice test, there were left only three words, since the other two were random choice selections which the pupils apparently ignored.

3. The maker of a standardized vocabulary test usually gives a preliminary or tryout test in order to discover what

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[7] See Appendix 9, page 175, *Incorrect responses in the recall test.*

items should be included in his test and what items should be omitted. The maker of a multiple choice vocabulary test should give his tryout test in the recall form in order to discover what kinds of responses pupils are likely to make when there are no suggested responses. A second or further preliminary test could well be given in the multiple choice form in order to further purify the final test of items found to be less valuable.

Suggestions for Better Teaching.

Although the following paragraphs are not strictly conclusions, they are closely connected with the investigation and seem worthy of mention. Most of them would require further research to establish them as findings.

1. As a step toward reducing the amount of guessing and inaccurate reasoning on the part of pupils, it might be a helpful procedure after a test to ask the pupils for reasons for certain responses and then discuss those reasons in detail in class. Pupils' reasons for their responses in this investigation made an excellent approach to a better understanding of the pupils' processes of thinking.

2. Several co-operating teachers reported that they scored the recall test papers before forwarding them to the investigator. There is evidence that at least one of the teachers touched up some of the responses so as to favor the pupil. For example, the double response **children** and **books** was given for 5.6 **LIBERI**. The teacher crossed off or ignored the response **books**, and gave the pupil credit for a correct response.[1] This teacher attitude leads to guessing and bluffing on the part of the pupil. When the pupil realizes that if he happens to give the correct response together with incorrect responses the teacher will co-operate by giving credit for a correct response, he will be tempted to extend his activities in the line of putting down various suggestions from which the teacher may give credit for one. One pupil said to the investigator, when asked

[1] See Chapter IV, section 17, word 5.6 LIBERI. In all these instances the investigator made sure that the pupils' responses were uniformly evaluated.

why he gave several responses: "You can depend upon the teacher to attend to some things."[2]

3. So far as this investigation is conclusive, there is evident a fairly general lack of appreciation on the part of the pupils of the parts of speech and of the functions and uses of the different parts of speech. It may be that this lack of appreciation of the parts of speech is mainly or entirely confined to those pupils of low ability. The investigator's classroom experience would tend to such a conclusion, but there are not sufficient data to warrant the assertion of it as established. It might be desirable to organize an investigation to find out what the relation of mental ability is to ability to distinguish parts of speech. In the investigator's experience lack of ability to distinguish parts of speech has been a major symptom of low mental rating. But the number of cases has not been sufficient to warrant a general statement. Pupil 15-3 (who gave the response **more dead**[3] for 1.15 **MORIOR** and gave as his reason: "Thought it was comparative degree of the verb meaning **die**"), and pupil 32-5 (who gave the response **dead** for 1.15 **MORIOR** and gave as his reason: "Considered **die** and **dead** as meaning the same thing"), show such uter lack of comprehension of the values of parts of speech that one wonders how to teach a foreign language to pupils with ideas so confused.

4. In view of this investigation, two recommendations appear to be reasonable: (1) that all long vowels be marked both in teaching and testing; and (2) that all words be studied and tested in some suitable context. If, for example, 5.2 **LIBER** were marked **LĪBER** or **LIBER**, the scoring would have been materially simplified. If, in addition to marking all long vowels, each test word had been used in some suitable context, the scoring would have been almost completely objective.

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[2] See Chapter IV, section 16, word 2.12 DEBEO, reason of pupil 46b-15; Chapter IV, section 17, word 5.30 CONTENDO, reason of pupil 39-15; and Chapter VI, section 3, word 2.24 NEGOTIUM, reason of pupil 46b-15; word 5.4 MULTUM, reason of pupil 46b-2; word 5.8 SUMMUS, reason of pupil 46b-15; word 5.29 MATURO, reason of pupil 39-8; and word 5.29 MATURO, reason of pupil 38-22.

[3] See Chapter IV, section 1, word 1.15 MORIOR, page 53.

This is particularly true of the two question words in the test, **–NE** and **NUM**. The meaning of 3.23 **NUM** was put down in the ACL multiple choice test as, **this is not so, is it?** As a matter of fact, the exact meaning of **NUM** cannot be stated in equivalent words; it can only be explained and illustrated by its correct use. Again, 3.25 **–NE** has the words, **is this so?** as the correct meaning. This also is not apt. **–NE** is a Latin question mark and cannot be translated into words, but its use can be explained and illustrated in a suitable context.

5. In Chapter IV, section 1, word 4.12 **QUIS**, we called attention to the fact that three of those pupils who gave the response **what** for **QUIS** defended their response, and we drew the partial conclusion that this kind of error suggested the need of adequate procedure in teaching the effective use of the general vocabulary. Since this tentative conclusion was written, the investigator happened to have this same word occur in the Latin exercise of a pupil of superior intelligence who was reporting on a prepared unit of reading. This pupil gave the meaning **what** for **QUIS** and when asked why he thought that was correct, turned to the general vocabulary and read, **QUIS, QUID, who, what.** When asked how he came to that conclusion, he replied: "Both **QUIS** and **QUID** mean either **who** or **what.**"

6. It is a common practice of teachers of Latin in teaching vacabulary to make use of the accident that some syllables in Latin are audibly similar to certain syllables in English. For example, in teaching the word **AESTAS**, who has not at some time heard a teacher make reference to the fact that the first syllable, **AES**, is pronounced like the English word **ice?** But in this instance has not this coincidence of sound proved a real handicap in learning **AESTAS** correctly and permanently? One teacher may say: "**Summer** is when you need ice. That is how to remember the word." Another teacher may say: "**Summer** is the season in which there is no **ice.** That is how to remember the word." The pupil becomes confused by the suggestion as to how to remember the meaning of the word and when he responds to **AESTAS** in the test, gives the wrong

season **winter**. In this investigation 25 pupils gave the response **winter** for 2.5 **AESTAS**, and to explain their responses gave reasons which show this kind of confusion.[4] The wise teacher will caution his pupils to be wary of similar sounds in learning a foreign language vocabulary.

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[4] See Chapter IV, section 4, word 2.5 AESTAS, page 64.

CHAPTER IX

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APPENDIX I

Alphabetical Index[1] of the 150 Words of This Study.

Word	Place in Test	Percentage of Pupils Having Word in Text Book	Word	Place in Test	Percentage of Pupils Having Word in Text Book
AD	3.1	100.	DEBEO	2.12	100.
ADVERSUS	3.17	93.8	DEFENDO	5.22	100.
AESTAS	2.5	71.1	DEINDE	4.25	98.
AGO	2.19	100.	DEPONO	5.10	100.
ALIQUANDO	4.21	42.7	DESILIO	1.25	66.9
ALIUS	4.9	100.	DEUS	5.5	100.
ALTUS	5.3	100.	DEXTER	5.20	100.
ANTE	3.5	100.	DIMITTO	1.27	100.
ANTIQUUS	5.13	89.6	DIU	5.7	93.8
ATQUE	3.13	100.	DO	2.3	100.
AUCTORITAS	2.26	100.	DOMUS	1.3	100.
AUDIO	1.13	100.	DUO	4.1	100.
CAPUT	1.9	100.	EGO	4.6	100.
CELER	1.5	63.1	EO	4.30	100.
CENA[2]	1.21	91.3	EX	3.4	100.
CERTUS	5.25	100.	EXEO	5.18	64.9
COMMUNIS	5.21	63.3	FILIUS	1.8	100.
CONSILIUM	2.30	100.	GAUDIUM	2.28	91.8
CONTENDO	5.30	100.	GERO	2.6	100.
COPIA	2.10	100.	GRAVIS	2.7	100.
COTIDIE	3.22	89.3	HIC	4.17	100.
CREO	2.29	95.8	HODIE	4.15	98.
CUM	3.2	100.	HOMO	1.11	100.
CUR	3.14	100.	HORTOR	5.23	62.4
DE	3.12	100.	IBI	4.19	100.

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[1] This index is read as follows: The word AD occurs in both forms of the test in Part III, word number one, and is found in 100% of the text books used by those pupils who took the recall test. (All the words of the test are found in those four text books used by those pupils who took the ACL multiple choice test.)

[2] Text book number 5, used by 2.5% of the pupils, contains the word CENO.

IDEM	4.20	100.	PATIOR	2.21	66.9
ILLE	4.28	100.	PECUNIA	5.15	100.
IMPERIUM	2.15	100.	PETO	2.22	100.
INOPIA	2.17	92.	POPULUS	2.1	100.
INTER	3.18	100.	POTESTAS	2.27	92.0
INTERIM	3.16	92.	PRO	3.10	100.
IPSE	4.24	100.	PROFICISCOR	1.14	71.1
ITA	4.18	100.	PROPTER	3.6	100.
ITAQUE	3.29	100.	PULCHER	1.1	100.
ITER	5.16	100.	PUTO	2.20	100.
LACRIMA	1.22	100.	QUAM	3.20	100.
LAETUS	5.27	98.	QUANDO	4.26	79.6
LIBENTER	5.19	91.8	QUARTUS	5.14	100.
LIBER	5.2	100.	—QUE	3.7	100.
LIBERI	5.6	97.5	QUI	4.2	100.
LINGUA	1.2	100.	QUIDAM	4.14	71.1
LITUS	1.18	100.	QUIS	4.12	100.
MALO[3]	2.25	56.9	QUISQUE	4.8	58.7
MALUM	2.9	100.	QUO	4.29	98.
MATURO	5.29	52.7	QUOD	3.21	100.
MENS	5.24	95.8	REDDO	5.9	100.
MORIOR	1.15	60.4	RES	2.11	100.
MULTUM	5.4	100.	SAEVUS	5.28	57.4
NASCOR	1.23	58.9	SATIS	3.28	100.
NAVIS	1.16	100.	SEDEO	1.12	100.
—NE	3.25	100.	SENATUS	1.26	100.
NEGOTIUM	2.24	71.1	SERVO	1.30	100.
NEQUE	3.8	100.	SERVUS	1.4	100.
NEUTER	4.13	71.1	SI	3.11	100.
NOS	4.10	100.	SIMUL	3.27	91.8
NOSTER	4.3	100.	SINE	3.3	100.
NOVUS	2.8	100.	SOCIUS	1.24	100.
NOX	1.10	100.	SPES	5.17	100.
NULLUS	2.4	100.	STATIM	3.24	98.
NUM	3.23	98.	SUMMUS	5.8	100.
OCTO	5.1	100.	SUPPLICIUM	5.26	97.5
OPUS	2.23	91.3	SUUS	4.23	100.
PAREO	5.11	66.9	TANDEM	3.30	100.
PARO	2.14	100.	TANTUS	4.5	100.
PARS	2.13	100.	TRADUCO	1.28	71.1

[3]Those pupils, 43.1%, who did not have MALO in their text books, did have MALUS. This fact helps to account for the high percentage of pupils, 34.1%, who gave the response *wicked, bad, evil,* for 2.25 MALO. See Apendix 9.

TRANO	1.19	79.1	VERO[4]	3.26	97.5
TU	4.4	100.	VERTO	2.18	88.3
UBI	3.19	100.	VESTER	4.7	100.
ULLUS	4.27	100.	VIGINTI	5.12	100.
UNDE	4.11	98.	VINCO	2.2	100.
UNDIQUE	4.16	98.	VIRGO	1.20	93.8
UT	3.9	100.	VIVO	1.17	85.8
UTER	4.22	63.6	VIX	3.15	66.9
VALLUM	1.29	100.	VOLO	2.16	93.8
VENIO	1.7	100.	VULNERO	1.6	100.

[4]Those pupils whose text book did not contain VERO did have VERUS in their books. But this percentage was only 2.5.

APPENDIX 2

Teachers and Schools Which Gave the ACL Special Latin Vocabulary Test in May, 1924.

Teacher	School	City
Marion Elizabeth Andrew	High	Danbury, Conn.
Mrs. William E. Arnold, Jr.	High	Hinton, W. Va.
Marjorie Minerva Bates	High	Dell Rapids, S. D.
Edith P. Baxter	Centralized	McComb, O.
Minnie Clare Boyd	High	Selma, Ala.
Bessie E. Cohen	Morton Junior High	Lexington, Ky.
J. Hal Connor	Roosevelt Junior High	Decatur, Ill.
Mrs. D. E. Esterly	High	Topeka, Kan.
Laura L. Ewing	High	Topeka, Kan.
Frances A. Fessenden	High	Malden, Mass.
Susan B. Gibson	High	Galesburg, Ill.
Mabel C. Hawes	Eastern High	Washington, D. C.
Elizabeth B. Henry	Jefferson Davis Junior High	Lexington, Ky.
Harry S. Hill	Junior High I	Trenton, N. J.
Ruth Hopson	High	Phillipsburg, Kan.
Ethel Jackson	Rayen High	Youngstown, O.
H. M. Johnson	Eastern High	Washington, D. C.
John A. Kirkpatrick	High	Trenton, N. J.
Ruth Lee Long	High	Selma, Ala.
Ruth Mabus	High	Greenwood, Miss.
Mary Martin	High	Greenwood, Miss.
Belle H. Pyle	Rayen High	Youngstown, O.
E. Jean Robertson	High	Topeka, Kan.
Agnes Robinson	High	Laurel, Miss.
Alice M. Robinson	Demonstration High	Peru, Neb.
Dorothy M. Seeger	Rayen High	Youngstown, O.
H. Daniel Shorts	Eastern High	Washington, D. C.
Katherine H. Smith	Rayen High	Youngstown, O.
Gertrude S. Wheeler	Washburn High	Topeka, Kan.
Lucy Adele Whitsel	Roosevelt Junior High	Decatur, Ill.
Florence L. Whittum	High	Malden, Mass.
"Student Teacher"	Normal High	Ypsilanti, Mich.

The following schools also gave the recall test in 1929:

High	Danbury, Connecticut.
Junior High	Lexington, Kentucky.
Junior High I	Trenton, New Jersey.
High	Phillipsburg, Kansas.
Rayen High	Youngstown, Ohio.
Roosevelt Junior High	Decatur, Illinois.
Centralized	McComb, Ohio.
High	Topeka, Kansas.
Eastern High	Washington, D. C.
High	Dell Rapids, South Dakota.

APPENDIX 3

Summary of Responses to Each Word of the ACL Multiple Choice Test.

In the column headed *Type of Error*, the figures are index figures and are readable by the following key:

1. The response resembles the Latin word of the test.

2. The response is an English Equivalent of some Latin word resembling the word of the test.

3. The response is a word taken at random.

It will be noticed that, although the random responses were actually selected promiscuously, a few of them proved to be either (a) similar to the Latin test word; as, 2.28 GAUDIUM, with response *greediness*, checked by 15.0% of the pupils, or (b) an English equivalent of some Latin word similar to the test word; as, 1.17 VIVO, similar to VINCO, with response *I surpass*, checked by 11.6% of the pupils.

Response	Type of Error	Percentage of Pupils Making this Response	Response	Type of Error	Percentage of Pupils Making this Response
1.1 PULCHER			1.2 LINGUA		
(Right)		90.2[1]	(Right)		88.4
(Omitted)		2.7	(Omitted)		3.6
pulchritude	1	4.5	letter	2	4.6
prince	1	1.5	leave	2	2.6
circulate	3	0.7	mariner	3	.5
stumbling block	3	.1	ire	3	.09
	Total,	99.7		Total,	99.7

[1] These percentages are correct to tenths. No attempt is made to adjust totals to exactly 100.

1.3 DOMUS

(Right)		91.3
(Omitted)		.9
gift	2	5.9
domestic	1	1.5
evince	3	.09
radius	3	0
	Total,	99.6

1.4 SERVUS

(Right)		94.8
(Omitted)		.1
service	1	3.7
saved	2	1.2
wipe	3	0
aha	3	0
	Total,	99.8

1.5 CELER

(Right)		85.2
(Omitted)		4.0
cellar	1	5.8
concealer	2	3.0
clamorous	3	1.5
strove	3	.2
	Total,	99.7

1.6 VULNERO

(Right)		80.9
(Omitted)		2.6
a wound	2	14.7
arrow	2	1.5
bowl	3	.09
I upset	3	0
	Total,	99.7

1.7 VENIO

(Right)		88.1
(Omitted)		.7
see	2	6.1
conquer	2	4.8
idea	3	0
panic	3	0
	Total,	99.7

1.8 FILIUS

(Right)		95.4
(Omitted)		.1
faithful	2	3.5
filial	1	.5
giant	3	.09
peaceable	3	.09
	Total,	99.6

1.9 CAPUT

(Right)		86.9
(Omitted)		.8
he takes	2	11.4
cape	1	.6
survey	3	0
challis	3	0
	Total,	99.7

1.10 NOX

(Right)		82.8
(Omitted)		2.1
soon	2	10.7
we	2	3.4
extremity	3	.4
publish	3	.2
	Total,	99.6

1.11 HOMO		
(Right)		64.0
(Omitted)		2.6
home	1	24.7
homage	1	6.1
prepare	3	2.2
betwixt	3	.09
	Total,	99.6

1.12 SEDEO		
(Right)		57.7
(Omitted)		12.0
I persuade	2	20.2
sedentary	1	6.1
applause	3	3.5
war	3	.2
	Total,	99.7

1.13 AUDIO		
(Right)		97.3
(Omitted)		.4
dare	2	1.7
auditor	1	.3
threat	3	0
bought	3	0
	Total,	99.7

1.14 PROFICISCOR		
(Right)		46.1
(Omitted)		12.6
profit	1	23.8
finish	2	13.7
commerce	3	3.5
stale	3	.1
	Total,	99.8

1.15 MORIOR		
(Right)		45.9
(Omitted)		12.2
mortal	1	19.7
I delay	2	19.1
over	3	1.8
I harden	3	.9
	Total,	99.6

1.16 NAVIS		
(Right)		74.8
(Omitted)		.8
sailor	2	14.9
navy	1	9.3
pedigree	3	0
gentlewoman	3	0
	Total,	99.8

1.17 VIVO		
(Right)		51.3
(Omitted)		11.2
vivid	1	15.9
I surpass	3	11.6
conquer	2	9.5
congressional	3	.1
	Total,	99.6

1.18 LITUS		
(Right)		40.8
(Omitted)		14.8
letter	2	25.0
joyful	2	11.2
material	3	4.8
interruption	3	3.0
	Total,	99.6

1.19 TRANO

(Right)		32.2
(Omitted)		13.4
across	2	32.1
train	1	17.7
realize	3	4.1
granulate	3	.3
	Total,	99.8

1.20 VIRGO

(Right)		44.3
(Omitted)		16.5
virginity	1	18.1
manly	2	13.7
sinless	3	6.3
doublet	3	.8
	Total,	99.7

1.21 CENA

(Right)		34.3
(Omitted)		21.1
scene	1	27.5
clime	3	8.7
dear	2	7.4
strainer	3	.7
	Total,	99.7

1.22 LACRIMA

(Right)		43.9
(Omitted)		16.9
lake	1	24.1
lachrymal	1	10.6
conceive	3	2.5
lineal	3	1.6
	Total,	99.6

1.23 NASCOR

(Right)		38.3
(Omitted)		24.9
nasty	1	16.7
goat	3	9.6
learn	2	7.5
park	3	2.6
	Total,	99.6

1.24 SOCIUS

(Right)		53.0
(Omitted)		10.6
society	1	31.7
father-in-law	2	1.7
antagonist	3	1.5
money	3	1.1
	Total,	99.6

1.25 DESILIO

(Right)		22.8
(Omitted)		23.3
desire	1	38.0
cease	2	10.1
drainage	3	3.5
rinse	3	2.0
	Total,	99.7

1.26 SENATUS

(Right)		20.8
(Omitted)		2.3
senator	1	67.6
old man	2	9.1
crew	3	0
welfare	3	0
	Total,	99.8

1.27 DIMITTO

(Right)		18.9
(Omitted)		6.7
go apart	2	39.9
dismissal	1	32.8
repair	3	.9
eighty	3	.5
	Total,	99.7

1.28 TRADUCO

(Right)		67.6
(Omitted)		6.4
go across	2	23.9
tell a lie	1	.9
genius	3	.4
renown	3	.3
	Total,	99.5

1.29 VALLUM

(Right)		38.0
(Omitted)		9.5
valley	1	33.3
ford	2	15.2
opposition	3	2.2
infancy	3	1.5
	Total,	99.7

1.30 SERVO

(Right)		8.7
(Omitted)		.8
serve	1	71.2
servant	1	19.0
allay	3	.1
whosesoever	3	0
	Total,	99.8

2.1 POPULUS

(Right)		74.7
(Omitted)		2.4
popular	1	22.0
skeleton	3	.5
ravage	2	.09
creamery	3	.09
	Total,	99.7

2.2 VINCO

(Right)		85.0
(Omitted)		2.4
capture	2	9.5
wink	1	1.6
distinguish	3	1.2
shady	3	0
	Total,	99.7

2.3 DO

(Right)		91.8
(Omitted)		.5
do	1	6.7
two	2	.6
essential	3	.09
rapture	3	0
	Total,	99.6

2.4 NULLUS

(Right)		79.0
(Omitted)		3.1
any	2	12.3
nullify	1	4.9
expend	3	.4
puss	3	0
	Total,	99.7

2.5 AESTAS

(Right)		93.8
(Omitted)		1.2
age	2	4.1
whatever	3	.5
amid	3	.1
ice	1	0
	Total,	99.7

2.6 GERO

(Right)		91.7
(Omitted)		1.4
gear	1	3.7
war	2	2.5
hand made	3	.4
oilcloth	3	0
	Total,	99.7

2.7 GRAVIS

(Right)		84.9
(Omitted)		2.1
gravity	1	6.2
a grave	1	5.2
nuptial	3	1.3
headlight	3	0
	Total,	99.7

2.8 NOVUS

(Right)		78.6
(Omitted)		2.2
nine	2	15.2
novelty	1	3.0
proposition	3	.3
famine	3	.3
	Total,	99.6

2.9 MALUM

(Right)		78.9
(Omitted)		6.3
I would prefer	2	9.7
ministry	3	3.6
exhale	3	.7
apple-tree	2	.4
	Total,	99.6

2.10 COPIA

(Right)		86.2
(Omitted)		.9
copious	1	5.8
scarcity	2	5.4
shepherdess	3	.2
dandy	3	.09
	Total,	99.5

2.11 RES

(Right)		68.1
(Omitted)		8.6
foot	2	10.2
real	1	9.0
twelfth	3	1.9
beside	3	1.9
	Total,	99.7

2.12 DEBEO

(Right)		65.0
(Omitted)		4.3
I order	2	14.7
debt	1	14.2
sat	3	.9
dip	3	.5
	Total,	99.6

2.13 PARS		
(Right)		41.3
(Omitted)		4.0
equal	2	49.0
make ready	2	4.7
discard	3	.5
sanctuary	3	.2
	Total,	99.7

2.14 PARO		
(Right)		47.5
(Omitted)		8.3
obey	2	28.1
equally	2	12.8
dismiss	3	2.7
saddle	3	.4
	Total,	99.8

2.15 IMPERIUM		
(Right)		37.3
(Omitted)		6.6
emperor	2	40.6
imperative	1	12.3
misdemeanor	3	1.6
income	3	1.3
	Total,	99.7

2.16 VOLO		
(Right)		55.8
(Omitted)		7.2
I call	2	27.3
volunteer	1	8.4
treachery	3	.6
casualty	3	.4
	Total,	99.7

2.17 INOPIA		
(Right)		42.8
(Omitted)		8.5
lacking	2	23.8
abundance	2	15.7
insight	3	8.1
membership	3	.8
	Total,	99.7

2.18 VERTO		
(Right)		29.1
(Omitted)		20.4
plead	3	25.2
true	2	16.7
upright	1	7.6
hat	3	.6
	Total,	99.6

2.19 AGO		
(Right)		56.6
(Omitted)		8.6
age	1	13.9
approve	3	10.7
I	2	6.8
waken	3	3.2
	Total,	99.8

2.20 PUTO		
(Right)		58.5
(Omitted)		6.6
ask	2	18.0
put	1	14.4
successful	3	1.2
chisel	3	.9
	Total,	99.6

2.21 PATIOR

(Right)		30.6
(Omitted)		13.7
patient	1	32.1
describe	3	15.5
patter	1	5.0
scribble	3	2.8
	Total,	99.7

2.22 PETO

(Right)		39.6
(Omitted)		9.4
think	2	47.0
Peter	1	1.6
cultivation	3	1.2
headquarters	3	.9
	Total,	99.7

2.23 OPUS

(Right)		23.4
(Omitted)		26.2
burden	2	23.2
on account of	2	14.7
duly	3	7.0
revenue	3	5.2
	Total,	99.7

2.24 NEGOTIUM

(Right)		42.8
(Omitted)		13.6
negotiate	1	35.9
ease	2	2.8
frontier	3	2.5
photograph	3	2.2
	Total,	99.8

2.25 MALO

(Right)		38.6
(Omitted)		3.5
I am bad	2	47.9
inferior	3	4.8
male	1	4.4
midway	3	.4
	Total,	99.6

2.26 AUCTORITAS

(Right)		20.6
(Omitted)		18.7
legal power	1	29.8
authorize	1	27.6
tidings	3	2.4
brink	3	.6
	Total,	99.7

2.27 POTESTAS

(Right)		41.8
(Omitted)		8.0
you are able	2	29.5
powerful	2	17.8
consultation	3	2.1
sooth	3	.5
	Total,	99.7

2.28 GAUDIUM

(Right)		31.3
(Omitted)		21.6
gaudy	1	25.3
greediness	3	15.0
zeal	2	4.6
overhear	3	1.9
	Total,	99.7

2.29 CREO

(Right)		31.3
(Omitted)		21.1
creator	1	23.3
grow	2	20.3
despite	3	3.3
scotch	3	.5
	Total,	99.8

2.30 CONSILIUM

(Right)		23.0
(Omitted)		8.7
assembly	2	38.0
consulship	1	29.6
cradle	3	.2
slang	3	.1
	Total,	99.6

3.1 AD

(Right)		95.3
(Omitted)		.1
away	2	3.0
without	3	.8
add	1	.4
afternoon	3	0
	Total,	99.6

3.2 CUM

(Right)		99.7
(Omitted)		.09
then	2	.1
seriousness	3	0
decrease	3	0
come	1	0
	Total,	99.8

3.3 SINE

(Right)		89.1
(Omitted)		3.9
sin	1	4.2
I allow	2	1.7
agreeable	3	.9
laxative	3	0
	Total,	99.8

3.4 EX

(Right)		81.1
(Omitted)		.4
go out	2	15.8
former	1	2.4
pledge	3	0
fork	3	0
	Total,	99.7

3.5 ANTE

(Right)		96.9
(Omitted)		.4
ancient	2	1.6
Auntie	1	.7
typewriter	3	.09
bench	3	0
	Total,	99.6

3.6 PROPTER

(Right)		78.6
(Omitted)		7.5
beyond	2	9.6
especially	2	3.5
stone	3	.3
clay	3	.1
	Total,	99.6

3.7 —QUE

(Right)		77.1
(Omitted)		2.9
who	2	16.7
queue	1	2.8
catch	3	.1
sympathetic	3	.09
	Total,	99.6

3.8 NEQUE

(Right)		74.8
(Omitted)		3.2
never	2	11.8
nowhere	2	9.9
fortune	3	.09
plate	3	0
	Total,	99.7

3.9 UT

(Right)		81.3
(Omitted)		2.4
and	2	13.6
use	2	2.3
league	3	.09
mob	3	.09
	Total,	99.7

3.10 PRO

(Right)		74.9
(Omitted)		2.5
go forward	2	21.0
prow	1	1.2
conductor	3	.1
spinach	3	0
	Total,	99.7

3.11 SI

(Right)		71.9
(Omitted)		6.9
so	1	11.2
he	2	6.0
after	3	3.5
wonder	3	.1
	Total,	99.6

3.12 DE

(Right)		78.4
(Omitted)		5.9
a long time	2	8.5
god	2	5.5
diameter	3	.9
scan	3	.4
	Total,	99.6

3.13 ATQUE

(Right)		66.2
(Omitted)		4.3
among	2	24.1
equally	2	4.9
toast	3	.1
brazen	3	.09
	Total,	99.6

3.14 CUR

(Right)		81.0
(Omitted)		3.0
run	2	8.4
dog	1	6.3
selfishness	3	.8
delegate	3	.1
	Total,	99.6

3.15 VIX

(Right)		28.5
(Omitted)		24.4
force	2	30.1
cold	3	10.4
temperate	3	4.5
fourteen	2	1.8
	Total,	99.7

3.16 INTERIM

(Right)		61.4
(Omitted)		12.2
invasion	3	12.4
again	2	7.5
journey	2	6.0
oh	3	.2
	Total,	99.7

3.17 ADVERSUS

(Right)		58.3
(Omitted)		12.0
adversity	1	22.9
adverb	1	5.0
alms	3	1.3
whistle	3	.1
	Total,	99.6

3.18 INTER

(Right)		82.9
(Omitted)		1.7
meanwhile	2	6.6
march	2	6.6
intend	3	1.8
mayor	3	.09
	Total,	99.6

3.19 UBI

(Right)		60.6
(Omitted)		1.6
there	2	29.5
city	2	8.0
navigable	3	.09
jovial	3	0
	Total,	99.7

3.20 QUAM

(Right)		30.8
(Omitted)		2.3
who	2	53.5
whence	2	13.1
sunbeam	3	.09
chemical	3	0
	Total,	99.7

3.21 QUOD

(Right)		42.3
(Omitted)		1.2
why	2	32.1
this	2	24.2
brooklet	3	0
throttle	3	0
	Total,	99.8

3.22 COTIDIE

(Right)		55.5
(Omitted)		10.6
to-day	2	16.5
deadly	3	7.7
cottage	1	7.1
shall	3	2.3
	Total,	99.7

3.23 NUM

(Right)		24.2
(Omitted)		10.8
for	2	49.2
is this so?	2	14.1
excessive	3	.8
quinine	3	.5
	Total,	99.6

3.24 STATIM

(Right)		53.8
(Omitted)		11.5
state	1	24.8
stealthily	1	7.2
wreck	3	1.6
bookcase	3	.7
	Total,	99.6

3.25 —NE

(Right)		24.3
(Omitted)		4.2
not	2	55.4
this is not so, is it?	2	12.0
furthermore	3	3.5
perspiration	3	.3
	Total,	99.7

3.26 VERO

(Right)		30.3
(Omitted)		17.2
fear	2	27.1
very	1	14.7
perjure	3	7.1
hitherto	3	3.3
	Total,	99.7

3.27 SIMUL

(Right)		41.5
(Omitted)		16.7
like	2	21.5
simultaneous	1	15.2
absolute	3	4.4
you'll	3	.4
	Total,	99.7

3.28 SATIS

(Right)		24.7
(Omitted)		15.7
satisfy	1	37.6
you sat	1	13.8
assume	3	5.9
vertical	3	2.0
	Total,	99.7

3.29 ITAQUE

(Right)		27.3
(Omitted)		9.5
finally	2	52.3
and a march	2	8.2
knowledge	3	2.4
listerine	3	.09
	Total,	99.7

3.30 TANDEM

(Right)		25.8
(Omitted)		11.4
nevertheless	2	46.8
tandem	1	13.1
endless	3	2.4
slack	3	.2
	Total,	99.7

4.1 DUO

(Right)		97.2
(Omitted)		.8
I do	1	1.2
express	3	.1
leader	2	.1
pupil	3	.1
	Total,	99.5

4.2 QUI

(Right)		88.6
(Omitted)		.5
where	2	6.6
this	2	4.1
tam-o'-shanter	3	0
carnal	3	0
	Total,	99.8

4.3 NOSTER

(Right)		88.2
(Omitted)		1.9
we	2	9.1
favorable	3	.5
proficient	3	.09
patent-medicine	2	0
	Total,	99.7

4.4 TU

(Right)		87.4
(Omitted)		1.2
your	2	10.7
two	1	.3
humorous	3	.09
partition	3	0
	Total,	99.6

4.5 TANTUS

(Right)		68.4
(Omitted)		11.6
how large	2	8.2
tantamount	1	5.8
shell	3	3.3
excellency	3	2.4
	Total,	99.7

4.6 EGO

(Right)		90.3
(Omitted)		1.1
I lead	2	5.1
I fail	3	1.8
ago	1	1.2
providence	3	.1
	Total,	99.6

4.7 VESTER

(Right)		85.6
(Omitted)		2.2
evening	2	8.2
vest	1	1.9
protest	3	1.8
girdle	3	.09
	Total,	99.7

4.8 QUISQUE

(Right)		66.8
(Omitted)		6.2
a certain	2	18.3
then	3	6.7
inquire	2	1.7
bust	3	0
	Total,	99.7

4.9 ALIUS

(Right)		92.0
(Omitted)		2.3
alien	1	3.0
tall	2	2.1
value	3	.2
austere	3	.09
	Total,	99.6

4.10 NOS

(Right)		68.9
(Omitted)		1.3
our	2	25.0
not	2	4.5
primitive	3	.09
fertilize	3	0
	Total,	99.7

4.11 UNDE

(Right)		59.0
(Omitted)		19.1
thence	2	17.1
wave	2	2.7
liquor	3	.9
mite	3	.8
	Total,	99.7

4.12 QUIS

(Right)		67.9
(Omitted)		2.0
that	2	21.6
each	2	8.2
terminal	3	.09
call	3	0
	Total,	99.7

4.13 NEUTER

(Right)		71.9
(Omitted)		4.0
thing without sex	1	14.9
nobody	1	8.7
plummet	3	.1
forerun	3	.09
	Total,	99.6

4.14 QUIDAM

(Right)		75.9
(Omitted)		8.2
same	2	10.6
quid	1	3.0
can't	3	1.6
tease	3	.4
	Total,	99.7

4.15 HODIE

(Right)		40.2
(Omitted)		18.7
yesterday	2	20.2
hinder	3	10.0
for a long time	2	10.0
nervousness	3	.6
	Total,	99.7

4.16 UNDIQUE

(Right)		47.6
(Omitted)		12.2
and whence	2	20.0
finally	2	17.9
manner	3	2.0
mail	3	0
	Total,	99.7

4.17 HIC

(Right)		79.0
(Omitted)		2.5
that	2	10.8
his	1	7.5
nimble	3	0
heretic	3	0
	Total,	99.8

4.18 ITA

(Right)		64.5
(Omitted)		6.5
march	2	23.2
go	2	4.7
successive	3	.9
kilogram	3	0
	Total,	99.8

4.19 IBI

(Right)		29.3
(Omitted)		3.6
where	2	56.9
then	2	10.0
motor	3	0
hydrometer	3	0
	Total,	99.8

4.20 IDEM

(Right)		69.7
(Omitted)		8.8
a certain	2	13.5
identify	1	3.7
I'm	3	3.6
mood	3	.5
	Total,	99.8

4.21 ALIQUANDO

(Right)		53.7
(Omitted)		20.5
other	2	14.0
aspire	3	5.7
leaving	2	3.7
victory	3	2.1
	Total,	99.7

4.22 UTER

(Right)		63.4
(Omitted)		15.4
I use	2	9.2
mutual	3	6.3
udder	1	3.0
they'll	3	2.4
	Total,	99.7

4.23 SUUS

(Right)		35.3
(Omitted)		4.3
himself	2	33.8
our	2	26.1
swept	3	.1
defend	3	.09
	Total,	99.6

4.24 IPSE

(Right)		67.6
(Omitted)		4.6
that	2	20.6
often	2	6.4
joy	3	.3
maintenance	3	.1
	Total,	99.6

4.25 DEINDE

(Right)		51.0
(Omitted)		17.6
on all sides	2	19.0
dying	1	6.1
dispute	3	4.8
treasurer	3	1.2
	Total,	99.7

4.26 QUANDO

(Right)		30.0
(Omitted)		22.5
how large	2	29.9
quandary	1	8.4
suppress	3	6.2
chapter	3	2.7
	Total,	99.7

4.27 ULLUS

(Right)		47.9
(Omitted)		7.9
none	2	22.4
which of the two	2	19.0
last	3	1.8
tumult	3	.6
	Total,	99.6

4.28 ILLE

(Right)		14.4
(Omitted)		6.0
this	2	78.4
island	1	.4
implement	3	.3
model	3	.09
	Total,	99.5

4.29 QUO

(Right)		37.0
(Omitted)		5.7
to whom	2	54.9
thither	2	2.0
throttle	3	.1
building	3	0
	Total,	99.7

4.30 EO

(Right)		22.7
(Omitted)		10.4
I	2	41.4
in this place	2	17.6
feel	3	7.5
pancake	3	.1
	Total,	99.7

5.1 OCTO

(Right)		93.1
(Omitted)		2.5
I ought	1	2.7
octagon	1	1.1
regulate	3	.2
vesper	3	.09
	Total,	99.6

5.2 LIBER

(Right)		84.4
(Omitted)		1.1
freedom	2	12.2
library	1	2.1
magician	3	0
we	3	0
	Total,	99.8

5.3 ALTUS

(Right)		80.0
(Omitted)		2.1
the other one	2	10.0
altitude	1	7.5
axle	3	.1
urgent	3	0
	Total,	99.7

5.4 MULTUM

(Right)		74.2
(Omitted)		3.3
large	2	10.9
multitude	1	10.8
outright	3	.3
grind	3	.1
	Total,	99.6

5.5 DEUS

(Right)		94.5
(Omitted)		1.7
day	2	3.1
for a long time	2	.4
drove	3	.09
rheumatism	3	0
	Total,	99.7

5.6 LIBERI

(Right)		65.0
(Omitted)		2.6
books	2	16.7
liberty	1	15.4
manager	3	.09
jacket	3	0
	Total,	99.7

5.7 DIU

(Right)		73.3
(Omitted)		6.6
day	2	15.4
divinely	1	4.2
enamel	3	.2
refrigerator	3	0
	Total,	99.7

5.8 SUMMUS

(Right)		64.9
(Omitted)		4.2
we are	2	23.1
summer	1	4.3
condemn	3	2.8
army	3	.5
	Total,	99.8

5.9 REDDO

(Right)		57.2
(Omitted)		13.6
go back	2	14.4
read	1	12.8
brace	3	1.1
tomb	3	.5
	Total,	99.6

5.10 DEPONO

(Right)		55.2
(Omitted)		11.4
take from	2	29.6
depot	1	2.8
don't	3	.3
heel	3	.3
	Total,	99.6

5.11 PAREO

(Right)		43.3
(Omitted)		10.7
prepare	2	37.7
parent	1	6.2
distort	3	1.8
rug	3	0
	Total,	99.7

5.12 VIGINTI

(Right)		73.3
(Omitted)		8.0
watching	2	7.9
maiden	2	7.9
invent	3	2.1
enslave	3	.5
	Total,	99.7

5.13 ANTIQUUS

(Right)		56.5
(Omitted)		15.3
antiquity	1	17.3
narrow	2	6.9
better	3	2.9
tune	3	.8
	Total,	99.7

5.14 QUARTUS

(Right)		61.1
(Omitted)		5.6
four	2	28.1
measure	1	3.4
center	3	1.5
swarm	3	.09
	Total,	99.7

5.15 PECUNIA

(Right)		74.1
(Omitted)		9.8
pecuniary	1	7.4
peculiar	1	7.1
sentence	3	.8
defer	3	.4
	Total,	99.6

5.16 ITER

(Right)		56.7
(Omitted)		3.6
between	2	27.4
again	2	11.6
assert	3	.4
lighten	3	.09
	Total,	99.7

5.17 SPES

(Right)		73.7
(Omitted)		8.2
space	1	11.1
safety	2	5.6
woody	3	.6
association	3	.4
	Total,	99.6

5.18 EXEO

(Right)		69.7
(Omitted)		16.4
be away	2	8.2
doorway	1	3.7
peck	3	1.1
fox	3	.6
	Total,	99.7

5.19 LIBENTER

(Right)		39.0
(Omitted)		14.9
they are set free	2	36.9
carefully	2	5.7
jubilee	3	1.9
luncheon	3	1.2
	Total,	99.6

5.20 DEXTER

(Right)		62.3
(Omitted)		4.7
left	2	31.3
clan	3	.6
Exeter	1	.4
resurrection	3	.2
	Total,	99.5

5.21 COMMUNIS

(Right		43.2
(Omitted)		15.8
community	1	33.1
fortify	2	4.6
consist	3	2.8
south-eastern	3	.09
	Total,	99.5

5.22 DEFENDO

(Right)		52.8
(Omitted)		7.2
defense	1	23.9
defender	1	14.2
complete	3	1.4
discretion	3	.09
	Total,	99.5

5.23 HORTOR

(Right)		49.8
(Omitted)		15.3
gardener	2	20.4
hurt	1	10.4
horseshoer	3	3.0
myself	3	.7
	Total,	99.6

5.24 MENS

(Right)		45.7
(Omitted)		15.4
month	2	25.3
mountain	2	11.8
hoary	3	1.3
needlewoman	3	.1
	Total,	99.6

5.25 CERTUS

(Right)		12.6
(Omitted)		12.1
certainly	1	64.5
other	2	7.1
stately	3	3.0
come	3	.4
	Total,	99.7

5.26 SUPPLICIUM

(Right)		49.0
(Omitted)		15.1
supply	1	18.3
suppliant	1	16.6
tether	3	.5
and	3	.1
	Total,	99.6

5.27 LAETUS

(Right)		33.7
(Omitted)		23.3
light	1	18.6
loathe	3	10.7
wide	2	8.4
knave	3	5.8
	Total,	99.7

5.28 SAEVUS

(Right)		27.6
(Omitted)		25.0
vast	3	17.9
servant	2	15.7
often	2	9.1
attorney	3	4.5
	Total,	99.8

5.29 MATURO

(Right)		39.1
(Omitted)		21.7
ripe	1	23.8
mother	2	12.5
nasal	3	1.6
hoot	3	.9
	Total,	99.6

5.30 CONTENDO

(Right)		40.1
(Omitted)		6.0
hold together	2	32.1
content	1	19.6
signify	3	1.5
crusade	3	.3
	Total,	99.6

APPENDIX 4

Percentage of Pupils Omitting Each Word in Both Tests.

In a multiple choice test the pupil has only to select and check one of several choices. In a recall test the pupil is required to think of a word and actually write that word. The recall test is obviously a much more severe test than the multiple choice test. Consequently, it is to be expected that more cases will be omitted in the recall test than in the multiple choice test. This was found to be true in the present investigation. With the exception of three words, the percentage of pupils omitting each word was greater for the recall test than for the multiple choice test. These three words are:

Test Word	Correct Response	Percentage of Pupils Omitting in Multiple Choice	Recall
1.1 PULCHER	beautiful	2.7	1.9
2.1 POPULUS	the people	2.4	1.4
5.22 DEFENDO	I repel	7.2	5.8

In the following table is presented the percentage of pupils omitting each word in the multiple choice test and in the recall test:

Test Word	Correct Response	Percentage of Pupils Omitting in Multiple Choice	Recall
1.1 PULCHER	beautiful	2.7	1.9
1.2 LINGUA	tongue	3.6	4.1
1.3 DOMUS	a house	.9	7.0
1.4 SERVUS	a slave	.1	.7
1.5 CELER	swift	4.0	22.9
1.6 VULNERO	I wound	2.6	10.9
1.7 VENIO	I come	.7	11.3
1.8 FILIUS	a son	.1	1.9
1.9 CAPUT	the head	.8	13.2
1.10 NOX	night	2.1	23.1
1.11 HOMO	human being	2.6	9.9
1.12 SEDEO	I sit	12.0	37.8
1.13 AUDIO	I hear	.4	6.3
1.14 PROFICISCOR	I set out	12.6	56.1
1.15 MORIOR	I die	12.2	67.2
1.16 NAVIS	a ship	.8	8.3
1.17 VIVO	I live	11.2	41.6
1.18 LITUS	the seashore	14.8	55.0
1.19 TRANO	I swim over	13.4	36.5

1.20	VIRGO	a maiden	16.5	63.1
1.21	CENA	dinner	21.1	59.2
1.22	LACRIMA	a tear	16.9	63.7
1.23	NASCOR	I am born	24.9	90.7
1.24	SOCIUS	a companion	10.0	27.2
1.25	DESILIO	I leap down	23.3	81.5
1.26	SENATUS	the senate	2.3	7.3
1.27	DIMITTO	I send forth	6.7	28.3
1.28	TRADUCO	I lead over	6.4	34.2
1.29	VALLUM	a stockade	9.5	42.3
1.30	SERVO	I save	.8	2.3
2.1	POPULUS	the people	2.4	1.4
2.2	VINCO	I conquer	2.4	28.4
2.3	DO	I give	.5	7.1
2.4	NULLUS	no one	3.1	22.0
2.5	AESTAS	summer	1.2	24.1
2.6	GERO	I manage	1.4	28.9
2.7	GRAVIS	heavy	2.1	22.1
2.8	NOVUS	new	2.2	25.3
2.9	MALUM	evil	6.3	23.5
2.10	COPIA	plenty	.9	10.4
2.11	RES	a thing	8.6	34.6
2.12	DEBEO	I owe	4.3	26.6
2.13	PARS	a part	4.0	16.1
2.14	PARO	I prepare	8.3	25.0
2.15	IMPERIUM	a command	6.6	27.7
2.16	VOLO	I am willing	7.2	38.0
2.17	INOPIA	a want	8.5	55.2
2.18	VERTO	I turn	20.4	66.9
2.19	AGO	I drive	8.6	37.8
2.20	PUTO	I reckon	6.6	39.5
2.21	PATIOR	I suffer	13.7	60.2
2.22	PETO	I grasp	9.4	42.8
2.23	OPUS	a work	26.2	74.5
2.24	NEGOTIUM	business	13.6	51.9
2.25	MALO	I prefer	3.5	39.9
2.26	AUCTORITAS	influence	18.7	60.6
2.27	POTESTAS	power	8.0	47.2
2.28	GAUDIUM	joy	21.6	56.5
2.29	CREO	I make	21.1	71.4
2.30	CONSILIUM	a deliberation	8.7	20.2
3.1	AD	towards	.1	2.8
3.2	CUM	with	.09	1.4
3.3	SINE	without	3.9	28.3

3.4	EX	out of	.4	2.9
3.5	ANTE	before	.4	12.0
3.6	PROPTER	near	7.5	33.8
3.7	-QUE	and	2.9	27.4
3.8	NEQUE	and not	3.2	19.4
3.9	UT	as	2.4	26.5
3.10	PRO	for	2.5	17.7
3.11	SI	if	6.9	27.7
3.12	DE	down from	5.9	23.0
3.13	ATQUE	and also	4.3	34.2
3.14	CUR	why	3.0	16.1
3.15	VIX	hardly	24.4	84.6
3.16	INTERIM	meanwhile	12.2	52.6
3.17	ADVERSUS	opposite	12.0	46.2
3.18	INTER	between	1.7	12.0
3.19	UBI	where	1.6	10.2
3.20	QUAM	how	2.3	10.1
3.21	QUOD	because	1.2	6.2
3.22	COTIDIE	daily	10.6	54.6
3.23	NUM	? no	10.8	42.8
3.24	STATIM	immediately	11.5	41.4
3.25	-NE	?	4.2	28.7
3.26	VERO	in truth	17.2	70.5
3.27	SIMUL	at the same time as	16.7	56.1
3.28	SATIS	enough	15.7	55.8
3.29	ITAQUE	and so	9.5	34.7
3.30	TANDEM	at last	11.4	42.6
4.1	DUO	two	.8	6.4
4.2	QUI	who	.5	12.1
4.3	NOSTER	our	1.9	12.1
4.4	TU	you	1.2	11.8
4.5	TANTUS	so great	11.6	57.6
4.6	EGO	I	1.1	14.5
4.7	VESTER	your	2.2	21.0
4.8	QUISQUE	each	6.2	52.0
4.9	ALIUS	another	2.3	37.1
4.10	NOS	we	1.3	22.1
4.11	UNDE	whence	19.1	57.6
4.12	QUIS	who	2.0	13.5
4.13	NEUTER	neither of two	4.0	35.4
4.14	QUIDAM	a certain person	8.2	64.7
4.15	HODIE	today	18.7	42.5
4.16	UNDIQUE	on all sides	12.2	73.2
4.17	HIC	this	2.5	5.6

4.18	ITA	so	6.5	37.6
4.19	IBI	there	3.6	22.8
4.20	IDEM	the same	8.8	44.2
4.21	ALIQUANDO	at some time	20.5	86.0
4.22	UTER	which of two	15.4	71.6
4.23	SUUS	his own	4.3	22.1
4.24	IPSE	self	4.6	25.5
4.25	DEINDE	thereupon	17.6	60.5
4.26	QUANDO	when	22.5	76.8
4.27	ULLUS	any	7.9	59.5
4.28	ILLE	that	6.0	14.3
4.29	QUO	whither	5.7	24.5
4.30	EO	I go	10.4	21.2
5.1	OCTO	eight	2.5	6.1
5.2	LIBER	free	1.1	1.9
5.3	ALTUS	high	2.1	3.4
5.4	MULTUM	much	3.3	5.8
5.5	DEUS	a god	1.7	13.3
5.6	LIBERI	children	2.6	7.4
5.7	DIU	for a long time	6.6	33.0
5.8	SUMMUS	highest	4.2	18.5
5.9	REDDO	I give back	13.6	53.1
5.10	DEPONO	I put down	11.4	45.7
5.11	PAREO	I obey	10.7	53.8
5.12	VIGINTI	twenty	8.0	32.7
5.13	ANTIQUUS	old	15.3	42.5
5.14	QUARTUS	the fourth	5.6	25.4
5.15	PECUNIA	property	9.8	22.8
5.16	ITER	a going	3.6	36.3
5.17	SPES	hope	8.2	48.7
5.18	EXEO	I go out	16.4	56.1
5.19	LIBENTER	willingly	14.9	48.6
5.20	DEXTER	right	4.7	31.6
5.21	COMMUNIS	common	15.8	45.8
5.22	DEFENDO	I repel	7.2	5.8
5.23	HORTOR	I encourage	15.3	64.1
5.24	MENS	the mind	15.4	58.5
5.25	CERTUS	sure	12.1	34.1
5.26	SUPPLICIUM	an entreaty	15.1	38.3
5.27	LAETUS	joyful	23.3	49.9
5.28	SAEVUS	raging	25.0	83.1
5.29	MATURO	I make ripe	21.7	55.6
5.30	CONTENDO	I strive	6.0	19.6
		Average %	8.1	33.8

APPENDIX 5

Teachers and Schools Co-operating in Giving the Recall Test in May, 1929.

Teacher	School	City
Marion Elizabeth Andrew	High	Danbury, Conn.
Rachel E. Brown	High	Kennett Square, Pa.
Elizabeth S. Burchfield	High	Pottstown, Pa.
Lena M. Carl	High	Conshohocken, Pa.
Ada Allen Clow	Junior High III	Trenton, N. J.
Bessie E. Cohen	Junior High	Lexington, Ky.
Esther M. Darborow	High	Royersford, Pa.
Boyd Harold Deardorff	Glen Nor High	Glenolden, Pa.
Merton Oswald DeLaFountain	Junior High I	Trenton, N. J.
Juanita May Downes	Cheltenham High	Elkins Park, Pa.
Rebekah Mary Ellis	High	Phoenixville, Pa.
John B. Geissinger	High	Jenkintown, Pa.
William H. Gerlach	High	Pennsburg, Pa.
Elizabeth Goodall	High	Upper Darby, Pa.
Caroline T. Haas	High	Moorestown, N. J.
Grace Anna Henning	Thomas J. Stewart Junior High	Norristown, Pa.
Ruth Hopson	High	Phillipsburg, Kan.
Alice Spencer Jemison	High	Swarthmore, Pa.
Frances E. Joshua	Rayen High	Youngtown, O.
Grace Irene Kauffman	High	Collegeville, Pa.
Weltha Keck	Rayen High	Youngtown, O.
Alice I. Kelly	Junior High	Ambler, Pa.
Catharine Elizabeth Lobach	High	Abington, Pa.
Alma Christina Long	High	Upper Darby, Pa.
Erma Lupton	High	Gloucester, N. J.
C. Frances Malone	High	Bridgeport, Pa.
Charles McMullen	High	Darby, Pa.
Rebecca Moffett	Springfield High	Erdenheim, Pa.
Emily Lucile Noble	High	Upper Darby, Pa.
Ethel Julia Palmer	Roosevelt Junior High	Decatur, Ill.
Charles H. Parrett	Centralized	McComb, Ohio
Belle H. Pyle	Rayen High	Youngstown, O.
E. Jean Robertson	High	Topeka, Kan.

Alice M. Robinson	Demonstration High	Kearney, Neb.
Myra B. Sabold	High	Lansdale, Pa.
Elizabeth Sampson	David Rittenhouse Junior High	Norristown, Pa.
Frieda M. Scheitlin	High	Puyallup, Wash.
Ellis A. Schnabel	Northeast High	Philadelphia, Pa.
H. Daniel Shorts	Eastern High	Washington, D. C.
Joseph Ernst Stermer	High	Upper Darby, Pa.
Daniel Harding Strawn	High	Quakertown, Pa.
Ruth Earley Williamson	High	Souderton, Pa.
Grace Taylor Wilson	High	Swarthmore, Pa.
Frances Theresa Wyman	High	Dell Rapids, S. D.

The following seven teachers assisted by giving both tests, that of 1924 and that of 1929: Marion Elizabeth Andrew, Bessie E. Cohen, Ruth Hopson, Belle H. Pyle, Jean Robertson, Alice M. Robinson, H. Daniel Shorts.

The following ten cities participated in both tests, that of 1924 and that of 1929:

Danbury, Connecticut	Phillipsburg, Kansas
Decatur, Illinois	Topeka, Kansas
Dell Rapids, South Dakota	Trenton, New Jersey
Lexington, Kentucky	Washington, D. C.
McComb, Ohio	Youngstown, Ohio

APPENDIX 6

Percentage of Pupils Giving Correct Response to Each Word in Both Tests.

Although this investigation was primarily concerned with the incorrect responses of pupils, the number of correct responses to each word was also recorded for checking purposes. In the following table is presented the percentage of pupils which gave a correct response to each of the test words in the multiple choice test and in the recall test:

	Test Word	Correct Response	Percentage Right Multiple Choice	Recall
1.1	PULCHER	beautiful	90.2	93.8
1.2	LINGUA	tongue	88.4	89.0
1.3	DOMUS	a house	91.3	69.3
1.4	SERVUS	a slave	94.8	93.4
1.5	CELER	swift	85.2	58.5
1.6	VULNERO	I wound	80.9	80.5
1.7	VENIO	I come	88.1	75.6
1.8	FILIUS	a son	95.4	86.9
1.9	CAPUT	the head	86.9	72.5
1.10	NOX	night	82.8	58.3
1.11	HOMO	human being	64.0	75.4
1.12	SEDEO	I sit	57.7	48.6
1.13	AUDIO	I hear	97.3	86.6
1.14	PROFICISCOR	I set out	46.1	11.6
1.15	MORIOR	I die	45.9	3.2
1.16	NAVIS	a ship	74.8	74.0
1.17	VIVO	I live	51.3	34.7
1.18	LITUS	the seashore	40.8	13.6
1.19	TRANO	I swim over	32.2	27.5
1.20	VIRGO	a maiden	44.3	22.5
1.21	CENA	dinner	34.3	30.1
1.22	LACRIMA	a tear	43.9	17.7
1.23	NASCOR	I am born	38.3	2.3
1.24	SOCIUS	a companion	53.0	54.2
1.25	DESILIO	I leap down	22.8	1.8
1.26	SENATUS	the senate	20.8	53.6
1.27	DIMITTO	I send forth	18.9	42.5
1.28	TRADUCO	I lead over	67.6	40.4
1.29	VALLUM	a stockade	38.0	34.6

1.30	SERVO	I save	8.7	28.5
2.1	POPULUS	the people	74.7	95.2
2.2	VINCO	I conquer	85.0	52.1
2.3	DO	I give	91.8	85.0
2.4	NULLUS	no one	79.0	50.5
2.5	AESTAS	summer	93.8	61.4
2.6	GERO	I manage	91.7	54.2
2.7	GRAVIS	heavy	84.9	54.0
2.8	NOVUS	new	78.6	59.7
2.9	MALUM	evil	78.9	65.9
2.10	COPIA	plenty	87.2	46.6
2.11	RES	a thing	68.1	51.1
2.12	DEBEO	I owe	65.0	51.7
2.13	PARS	a part	41.3	70.5
2.14	PARO	I prepare	47.5	55.1
2.15	IMPERIUM	a command	37.3	45.8
2.16	VOLO	I am willing	55.8	43.8
2.17	INOPIA	a want	42.8	23.4
2.18	VERTO	I turn	29.1	19.2
2.19	AGO	I drive	56.6	39.6
2.20	PUTO	I reckon	58.5	34.4
2.21	PATIOR	I suffer	30.6	7.9
2.22	PETO	I grasp	39.6	42.2
2.23	OPUS	a work	23.4	6.2
2.24	NEGOTIUM	business	42.8	15.6
2.25	MALO	I prefer	38.6	6.1
2.26	AUCTORITAS	influence	20.6	23.0
2.27	POTESTAS	power	41.8	32.0
2.28	GAUDIUM	joy	31.3	19.3
2.29	CREO	I make	31.3	13.5
2.30	CONSILIUM	a deliberation	23.0	51.2
3.1	AD	towards	95.3	86.0
3.2	CUM	with	99.7	96.6
3.3	SINE	without	89.1	48.8
3.4	EX	out of	81.1	93.4
3.5	ANTE	before	96.9	70.8
3.6	PROPTER	near	78.6	32.7
3.7	-QUE	and	77.1	53.2
3.8	NEQUE	and not	74.8	57.1
3.9	UT	as	81.3	52.1
3.10	PRO	for	74.9	70.2
3.11	SI	if	71.9	61.2
3.12	DE	down from	78.4	68.1
3.13	ATQUE	and also	66.2	48.4

3.14	CUR	why	81.0	70.9
3.15	VIX	hardly	28.5	1.5
3.16	INTERIM	meanwhile	61.4	20.3
3.17	ADVERSUS	opposite	58.3	30.6
3.18	INTER	between	82.9	64.6
3.19	UBI	where	60.6	72.7
3.20	QUAM	how	30.8	68.2
3.21	QUOD	because	42.3	77.4
3.22	COTIDIE	daily	55.5	23.7
3.23	NUM	? no	24.2	14.0
3.24	STATIM	immediately	53.8	31.9
3.25	-NE	?	24.3	26.7
3.26	VERO	in truth	30.3	8.1
3.27	SIMUL	at the same time as	41.5	5.5
3.28	SATIS	enough	24.7	17.8
3.29	ITAQUE	and so	27.3	46.2
3.30	TANDEM	at last	25.8	30.5
4.1	DUO	two	97.2	89.2
4.2	QUI	who	88.6	74.2
4.3	NOSTER	our	88.2	66.7
4.4	TU	you	87.4	79.3
4.5	TANTUS	so great	68.4	16.6
4.6	EGO	I	90.3	75.2
4.7	VESTER	your	85.6	49.9
4.8	QUISQUE	each	66.8	4.0
4.9	ALIUS	another	92.0	30.2
4.10	NOS	we	68.9	51.9
4.11	UNDE	whence	59.0	5.3
4.12	QUIS	who	67.9	43.7
4.13	NEUTER	neither of two	71.9	30.5
4.14	QUIDAM	a certain person	75.9	12.5
4.15	HODIE	today	40.2	48.5
4.16	UNDIQUE	on all sides	47.6	6.9
4.17	HIC	this	79.0	79.7
4.18	ITA	so	64.5	45.8
4.19	IBI	there	29.3	40.5
4.20	IDEM	the same	69.7	33.3
4.21	ALIQUANDO	at some time	53.7	1.3
4.22	UTER	which of two	63.4	7.6
4.23	SUUS	his own	35.3	36.7
4.24	IPSE	self	67.6	49.8
4.25	DEINDE	thereupon	51.0	19.1
4.26	QUANDO	when	30.0	2.4
4.27	ULLUS	any	47.9	11.3

4.28	ILLE	that	14.4	65.7
4.29	QUO	whither	37.0	14.6
4.30	EO	I go	22.7	56.5
5.1	OCTO	eight	93.1	87.3
5.2	LIBER	free	84.4	88.8
5.3	ALTUS	high	80.0	81.4
5.4	MULTUM	much	74.2	23.8
5.5	DEUS	a god	94.5	76.2
5.6	LIBERI	children	65.0	48.3
5.7	DIU	for a long time	73.3	41.7
5.8	SUMMUS	highest	64.9	41.1
5.9	REDDO	I give back	57.2	22.3
5.10	DEPONO	I put down	55.2	21.9
5.11	PAREO	I obey	43.3	9.6
5.12	VIGINTI	twenty	73.3	49.4
5.13	ANTIQUUS	old	56.5	53.4
5.14	QUARTUS	the fourth	61.1	29.1
5.15	PECUNIA	property	74.1	72.9
5.16	ITER	a going	56.7	40.9
5.17	SPES	hope	73.7	35.3
5.18	EXEO	I go out	69.7	25.4
5.19	LIBENTER	willingly	39.0	16.0
5.20	DEXTER	right	62.3	56.0
5.21	COMMUNIS	common	43.2	14.1
5.22	DEFENDO	I repel	52.8	92.7
5.23	HORTOR	I encourage	49.8	11.0
5.24	MENS	the mind	45.7	23.2
5.25	CERTUS	sure	12.6	45.9
5.26	SUPPLICIUM	an entreaty	49.0	15.8
5.27	LAETUS	joyful	33.7	27.7
5.28	SAEVUS	raging	27.6	1.5
5.29	MATURO	I make ripe	39.1	2.7
5.30	CONTENDO	I strive	40.1	59.5
		Average %	59.2	43.8

APPENDIX 7

Complete List of Responses Counted Correct in the Recall Test.

In scoring the recall test papers the following responses were counted correct:

1.1 PULCHER: beautiful, fair, lovely, excellent, admirable, fine, glorious, lucky, happy, pretty.

1.2 LINGUA: tongue, speech, language, dialect, eloquence, loquacity, promontory, native tongue.

1.3 DOMUS: house, home, dwelling-place, household, school, sect, native country, domicile.

1.4 SERVUS: slave, servant.

1.5 CELER: swift, quick, rapid, hasty, rash, precipitate, fast, agile.

1.6 VULNERO: I wound, I injure, I harm, I assail, I hurt.

1.7 VENIO: I come, I return, I come forth, I grow, I happen, I arrive, come to, arrive at, be derived from, fall to, turn out to, come upon.

1.8 FILIUS: son, child.

1.9 CAPUT: head, person, life, existence, top, summit, outside, source, chief, principal, most important part, capital, capitol.

1.10 NOX: night, sleep, darkness, death, blindness, obscurity, confusion, peril.

1.11 HOMO: human being, man, a mortal, slave, servant, human, mankind, person, inhabitant.

1.12 SEDEO: I sit, settle, sink down, stay, be idle, to remain encamped, to be fixed, to stick, to remain unchanged, to be firmly determined.

1.13 AUDIO: I hear, listen to, listen, attend classes, obey, follow, be well spoken of.

1.14 PROFICISCOR: I set out, depart, go, travel, march, take a journey, go towards, set out from, begin with, arise from, spring from, originate from, advance.

1.15 MORIOR: I die, perish, die away, wither away, decay, mortify, be extinguished, lose strength, come to an end.

1.16 NAVIS: a ship, vessel, boat.

1.17 VIVO: I live, I am alive, live on anything, pass one's life, to find oneself, stay, exist, survive.

1.18 LITUS: the seashore, beach, strand, coast, territory near coast, shore of a lake.

1.19 TRANO: I swim over, swim across, swim through, sail through, go through, fly through, pass through, to cross, to pass, I cross, I go across.

1.20 VIRGO: a maiden, virgin, young woman, a girl.

1.21 CENA: dinner, supper, meal, food, eat, feast, dine, dining room.

1.22 LACRIMA: a tear, tear from eye.

1.23 NASCOR: to be born, descend from, spring from, arise, be produced, spring from, born.

1.24 SOCIUS: taking part, sharing in, companion, comrade, associate, partner, sharer, brother, allied, confederate, an ally, friend, intimate friend, pal.

1.25 DESILIO: to leap down, dismount, descend, jump, leap.

1.26 SENATUS: senate, the senate.

1.27 DIMITTO: to send forth, send in different directions, send away, let go, let slip, let drop, adjourn a meeting, dismiss, discharge, give up, renounce, abandon, leave, send out, send down, despatch, dispatch, send, remit, send up, dismit, send about, scatter, demit, suspend, send from, let down, I send off, give out all directions, send all directions.

1.28 TRADUCO: to carry over, lead over, bring over or across, bring or lead on, bring to, transpose, change, to bring to a certain condition, alter, pass time, spend, lead, direct, lead through, conduct through, lead by, lead past, show, let be seen, expose to ridicule, I lead to, drag across, carry to, transfer, guide across, carry across, transport, lead toward, put through.

1.29 VALLUM: a mound or wall defended by palisades, stockade, wall, fortification, defense, a fort, embankment, rampart, ramparts, embattlement, palisade.

1.30 SERVO: to keep, preserve, save, rescue, deliver, observe, pay heed to, lay up, reserve, watch, take care, take precautions, detain, dwell, remain in a place, inhabit, by the servant, to the servant, guard, to tend.

2.1 POPULUS: the people, a state, district, canton, crowd, host, multitude, sovereign people, inhabitants, population, nation, populace, public-people.

2.2 VINCO: to conquer, overcome, defeat, subdue, vanquish, master, control, pass beyond, surpass, win.

2.3 DO: to give, offer, send, despatch, to suffer, lend, bestow, grant, give up, utter.

2.4 NULLUS: no, none, nobody, no one, insignificant, trifling, poor, no any.

2.5 AESTAS: summer, summer weather, summer heat, summer time.

2.6 GERO: to carry, conduct, manage, hold, bear, produce, wage, wage on, wear, do, perform, engage, make, accomplish, carry out, act, carry on, bring about, govern, have.

2.7 GRAVIS: heavy, weighty, burdensome, low, deep, important, elevated, dignified, grievous, painful, hard, harsh, severe, unpleasant, strong, unwholesome, unhealthy, oppressive, troublesome, sad, pregnant, weak, ill, serious, grave, solemn.

2.8 NOVUS: new, fresh, young, inexperienced, novel, unusual, extraordinary, strange, novice.

2.9 MALUM: an apple, quince, peach, pomegranate, evil, an evil, harm, disaster, mischief, bad, wicked, hurt, badness, ill, poor.

2.10 COPIA: plenty, abundance, fullness, ability, power, opportunity, supply, much.

2.11 RES: a thing, object, matter, affair, circumstance, reality, possessions, property, wealth, interest, advantage, benefit, ground, reason, lawsuit, case, action, things, money, state.

2.12 DEBEO: to owe, be indebted, be bound to repay, be pledged, ought, must, deserve.

2.13 PARS: a part, portion, piece, species, partly, faction, office, function, share, lot, side.

2.14 PARO: to prepare, make ready, provide, furnish, equip, procure, get, obtain, buy, to prize equally, agree, a small boat, skiff.

2.15 IMPERIUM: an order, command, power, mastery, supreme authority, military command, empire, country governed, control, realm, rule, authority, government, commanding power, reign, sovereignty.

2.16 VOLO: to be willing, wish, think, be of opinion, mean, to fly, move rapidly, I want, rush, will, fly away, a volunteer.

2.17 INOPIA: want, need, helplessness, not enough, lack of supply, poverty, no supply, lack of forces, lack of, less supply, in abundance, lack.

2.18 VERTO: to turn, turn around, devote, turn to, construe as, impute, alter, change, cause to pass into, become, translate, move about, turn up, empty, overthrow, invert, turn back, revert, turn aside, convert, make into, wheel.

2.19 AGO: set in motion, drive, lead, ride, put in motion, plunder, drive away, construct, build, lay, incite, pass, act, do, declaim, play, represent, deliver, keep, treat with, sue, make, drive to, carry on, drive out, agitate, drive toward, discuss, argue, live, spend, behave.

2.20 PUTO: to cleanse, prune, to reckon, calculate, compute, estimate, value at, consider, hold, believe, suppose, count over, weigh, reflect, think, cut.

2.21 PATIOR: to suffer, bear, endure, last, experience, permit, allow.

2.22 PETO: to reach towards, grasp, fall upon, attack, assail, aim at, thrust at, make for, go to, hasten to, approach, ask, require, claim, beg, beseech, request, entreat, sue for, solicit, woo, seek for, strive after, to fetch, derive, bring forth, I petition, plead, demand.

2.23 OPUS: a work, labor, building, military work, fortification, entrenchment, literary work, action, business, undertaking, trouble, there is need, it is needful, it is necessary, duty, necessary.

2.24 NEGOTIUM: absence of leisure, business occupation, employment, affair, money transactions, management of a household, task, negotiation, a deal, matter, negotiations, arrangement, work, affairs, bargain, dealing, transaction, duty, office, trouble.

2.25 MALO: to choose rather, prefer, be more favorable to, to bad, I favor, be more willing, to evil, to wicked, to apple.

2.26 AUCTORITAS: continuance, validity, attestation, security, authority, example, suport, aid, resolve, resolution of the senate, approval of the senate, authorization, full power, power, might, command, influence.

2.27 POTESTAS: power, might, strength, efficacy, political power, supremacy, dominion, authority of a magistrate, official authority, office, ability, ableness, opportunity, possibility, occasion, authority.

2.28 GAUDIUM: joy, gladness, delight, happiness, rejoicing, pleasure.

2.29 CREO: to make, create, produce, beget, to elect, appoint.

2.30 CONSILIUM: a deliberation, consultation, taking counsel, assembly of persons giving advice, body of judges, a council of war, undertaking, foresight, prudence, a resolution, plan, conclusion, advice, suggestion, counsel, wisdom, assembly, counsil, councel, meeting, judgment.

3.1 AD: towards, to, for, against, in relation to, in compliance with, up to, to the amount of, near to, about, in addition to, besides, in consequence of, according to, near, on account of, because of, close to, at.

3.2 CUM: with, since, because, although, when, while.

3.3 SINE: without.

3.4 EX: from, out of, since, on, at, after, immediately upon, on account of, according to, in accordance with, of, away from, out, place out of which, away.

3.5 ANTE: before, in front of, in front.

3.6 PROPTER: near, hard by, on account of, by reason of, because of, for, from, close, up near, in behalf of, on behalf of, for behalf of.

3.7 –QUE: and, and indeed, and accordingly, and rather, also, moreover, or, and so.

3.8 NEQUE: and not, and also not, and indeed not, and yet not, neither, nor, and neither, and no.

3.9 UT: where, in what way, as, inasmuch as, as if, as well as, how!, how much!, when, as soon as, since, that, so that, or that!, in order that, because, as if, to, in order to.

3.10 PRO: before, in front of, on, in, in behalf of, in favor of, in place of, as, as good as, as a reward, in proportion to, according to, conformably with, in consideration of, just as, according as, through, ahead, instead, in defense of, behalf of, in behalf.

3.11 SI: if, in case that, if only, as if, just as if, even if.

3.12 DE: from, away from, down from, in the course of, during, from, immediately after, out of, in accordance with, with relation to, concerning, on account of, because of, after, of, away, about, down for.

3.13 ATQUE: and, and also, and moreover, and even, and especially, and so, also, and what is more, and therefore, moreover, and then, and too, and now, as well as.

3.14 CUR: why, wherefore, for what reason.

3.15 VIX: with effort, scarcely, hardly.

3.16 INTERIM: meanwhile, in the meantime, however, in the interval.

3.17 ADVERSUS: turned towards, fronting, opposite, opposed, unfavorable, unpropitious, opposed to, against, compared with, in the presence of, towards, face to face, facing, turned toward, turning to, unfortunate, adverse, reverse, converse, not in favor, bad, wicked.

3.18 INTER: between, among, amid, during, in the course of, in the center of, in among, within, in between.

3.19 UBI: where, when, as soon as, wherein, whereby, in which, by which.

3.20 QUAM: how, in what way, than as, after that, that, how great, how little, how much, as—as possible, which, what, whom, what a.

3.21 QUOD: in which relation, wherein, why, on which account, therefore, thereby, but, because, as respects that, as to that, although, which, that, what, which thing, wherefore, for.

3.22 COTIDIE: daily, every day.

3.23 NUM: expecting a negative answer, whether, introduces negative question, interrogative particle, answer no, ? no, interrogative word, particle no, used for *not* when expecting answer *no* to question, no, negative answer, with negative question, implying no, negative.

3.24 STATIM: without yielding, firmly, steadfastly, on the spot, immediately, at once, instantly, right now, now.

3.25 –NE: interrogative and enclitic particle, sign of question, interrogative, introduces affirmative question, ?, question, a question, question mark, ? any answer, after a word to show a question does not expect any certain answer, interrogative ending, yes or no, whether, interrogative sentence, used for an interrogative.

3.26 VERO: in truth, truly, really, indeed, in fact, certainly, to be sure, but indeed, but in fact, yes, surely, but, truthfully, verily.

3.27 SIMUL: at once, at the same time as, simultaneously, same time.

3.28 SATIS: enough, sufficient, quite, sufficiently, plenty, quite enough.

3.29 ITAQUE: and thus, and so, therefore, for that reason, on that account, so, thus, and therefore, so then, then so, so also, and what is more, accordingly, in this manner, and then, thus so, thus and, so and, yes and, as well as, yes also, yes even, yes.

3.30 TANDEM: at length, at last, pray, then, finally, and then.

4.1 DUO: two.

4.2 QUI: who, who ?, any, some, any one, what, which.

4.3 NOSTER: our, ours, our adherent, our friend, on our side, one of us.

4.4 TU: thou, you, yourself.

4.5 TANTUS: of such size, so great, of such a kind, so little, so small, so much, that amount, such, so great manner.

4.6 EGO: I.

4.7 VESTER: your.

4.8 QUISQUE: each, every, everyone, everybody.

4.9 ALIUS: another, other, the other, the other one, one, another, the one, the other.

4.10 NOS: we, us, ourselves.

4.11 UNDE: whence, from where, from what origin, from whence.

4.12 QUIS: who, anyone, anybody.

4.13 NEUTER: neither of two.

4.14 QUIDAM: a certain person, some one, certain.

4.15 HODIE: today, at the present time, now, at present.

4.16 UNDIQUE: on all sides, from everywhere, everywhere, in every respect, from all sides.

4.17 HIC: this, here, in this place, in this spot, herein, in this matter, on this occasion, hereupon.

4.18 ITA: so, thus, in such wise, certainly, of such a kind, such, in such a condition, and so, consequently, and then, to the extent that, only that, with the object that, therefore, likewise, as follows, in this manner, so as, this way.

4.19 IBI: there, at that place, then, thereupon, in that thing, in that matter, at that time, in that place.

4.20 IDEM: the same, also, as the same.

4.21 ALIQUANDO: at any time, at some time, once, sometimes, occasionally, some day, sometime, anytime.

4.22 UTER: the skin of an animal, which of two, which, one of the two, either of the two, either, or, which one.

4.23 SUUS: his own, her own, its own, one's own, favorable, propitious, independent, his, her, its, their, theirs, own.

4.24 IPSE: self, also, too, very, identical, exactly, just, master, teacher, spontaneously, alone, himself, myself, yourself, the very, own self, one's self, even.

4.25 DEINDE: thereupon, from that place, thereafter, then, afterwards, next, further, and so, and then, and also, furthermore, thence.

4.26 QUANDO: when, at any time, ever, since, because.

4.27 ULLUS: any, anyone.

4.28 ILLE: that, that glorious, that notorious, he, that man, that famous man, that notorious man.

4.29 QUO: any whither, anyhow, how far, to what extent, to what end, to the end that, that the more, whither, wherefore, on which account, how, because, as if, that, by whom, by who, with what, by which, ablative of who which, with whom, in which, in what, from which, what abl., to which place, who abl., from whom, in what way, from by with in on at who, where.

4.30 EO: to go, move, flow, pass away, happen, last, thither, to that place, so far, to such a pitch, on that account, the more, in that place, therefore, there, by him, at that place, at this place, abl. sing. mas. or neut. this that it, him, he, by this, by it, go away, from by with in on at him.

5.1 OCTO: eight.

5.2 LIBER: free, a freedman, the inner bark of a tree, a book, writing, treatise.

5.3 ALTUS: high, shrill, elevated, lofty, deep, tall.

5.4 MULTUM: much, very, greatly.

5.5 DEUS: a god, deity.

5.6 LIBERI: children, young of animals, boys, of free.

5.7 DIU: by day, a long time, a long while, lasting for a long time, for a long time, long.

5.8 SUMMUS: the highest, uppermost, loudest, last, most distinguished, most valuable, most important, greatest, best, supreme, top of, highest part of, top, summit, peak, highest point.

5.9 REDDO: to give back, restore, return to, requite, repay, translate, render, interpret, answer, represent, imitate, reflect, re-

semble, make, cause to be, give forth from oneself, give out, fulfil, offer, communicate, give, bestow, grant, allow, leave, repeat, recite, narrate, respond, return, impart, make over, pay, give again, redress.

5.10 DEPONO: to put down, place down, lay down, put away, put aside, renounce, put an end to, deposit, lay up for preservation, commit to the charge of, put back, place aside, displace, put out, put out of, place out, put off, postpone, place, place at, entrust, do away with, give up, put forth, set forth, depose, banish, place back, place behind, demote, put from, remove, put, set, set aside, I place from, place away, pitch.

5.11 PAREO: to appear, become visible, be clear, be evident, obey, obedient to, be compliant, yield, give way to, be subject to, serve, seem.

5.12 VIGINTI: twenty.

5.13 ANTIQUUS: that which exceeds all other things in worth, most weighty, most important, most preferable, that which is before in point of time, old, ancient, previous, once existing, simple, pure, innocent, having existed for a long time, venerable, antique, long ago, old fashioned, before this, before hand, in olden times, in ancient times.

5.14 QUARTUS: the fourth.

5.15 PECUNIA: property, money, cash, riches, wealth.

5.16 ITER: a going, walk, journey, march, way, road, course, method, roadway.

5.17 SPES: hope, hopes.

5.18 EXEO: to go out, go away, go forth, spring up, sprout forth, rise in the air, ascend, die, come out of, become known, come to an end, pass away, pass over, pass beyond, leave, depart, go from, withdraw, go, come out, to exit, I exit.

5.19 LIBNTER: willingly, with pleasure, gladly, freely, joyfully, readily, happily.

5.20 DEXTER: right, on the right hand, on the right side, propitious, skilful, dextrous, dexterous, clever, to the right, right side, at the right, on the right, right of direction.

5.21 COMMUNIS: common, general, universal, ordinary, usual, public.

5.22 DEFENDO: to repel, repulse, ward off, drive away, defend, protect, guard, watch over.

5.23 HORTOR: to encourage, exhort, incite, advise.

5.24 MENS: the mind, opinion, way of thinking, character, conscience, understanding, reason, intellect, judgment, reflection, insight, passion, thoughts, plan, resolve, thought.

5.25 CERTUS: separated, certain, definite, fixed, decided, secure, true, undoubted, sure, a certain one, a certain, firm, assured.

5.26 SUPPLICIUM: a kneeling down, humble entreaty, prayer, punishment, penalty, torture, capital punishment, pain, wounds, marks of mutilation, request, supplication, pleading, plea, entreaty.

6.27 LAETUS: joyful, glad, making joyful, pleasing, agreeable, favoring, fortunate, propitious, fruitful, rich, copious, fluent, delightful, happy, gay, joyous.

5.28 SAEVUS: raging, wild, violent, fierce, cruel, savage, harsh, terrible, severe.

5.29 MATURO: to ripen, do early, do betimes, quicken, hasten, accelerate, go out, haste.

5.30 CONTENDO: to stretch forcibly, shoot, cast, strain, exert oneself, hasten, try to reach, strive for, maintain, strive, compare, contrast, contend, fight, I argue, compete, try, I take part, I take part in, I contest, contest, engage, engage in, struggle, hurry, take part, stretch, oppose, go against.

APPENDIX 8

Reasons Papers and Directions for Filling.

In April, 1930, a systematic attempt was made to get from each pupil, who took the test in 1929, a statement of his reason for each wild or incomprehensible response. For this purpose carefully-prepared forms were sent to those pupils who were still in school or otherwise accessible.

A sample of this blank, together with the directions sheet and sample suggestions, is reproduced below.

Name of pupil.....

Class unit..... Date.....

The words listed below have reference to the Special Latin Vocabulary Test which you took one year ago. You are requested to write opposite each word, in the third column, your reason or remarks, as explained in the directions attached to this paper.

Word of Test	Response of Pupil	Pupil's Reason Why He Gave This Response

DIRECTIONS

TO THE PUPIL:

About one year ago you took the Special Latin Vocabulary Test. We are now asking a few selected pupils to give the reasons for some of the responses given in that test. On the accompanying paper in the left column are some of the words of the test. In the second column we have copied the responses as you gave them. In the blank column at the right you are requested to write the reason why you made each response.

This is not a test. You may use a Latin dictionary or any other help. The important point is to set down the real honest reason why you made the response.

In case there is not enough room on the line, use the other side of the sheet or extra paper of your own.

If you have to incur any expense in this matter, I will repay you promptly.

A few samples are put down here to show more clearly what is meant. Of course, we want only *your* reasons for *your own* responses.

Please try to "do" these words at once, and return the paper as soon as possible to Byron K. Hunsberger, Norristown, Pa.

SAMPLES

Word of Test	*Response of Pupil*	*Pupil's Reason Why He Gave This Response*
1.7 VENIO	bind	I thought the word was VINCIO which does mean *bind.*
1.8 FILIUS	fill	The word FILIUS looks like the English word *fill.*
1.9 CAPUT	heat	I meant to write *head.* This was a slip of the pencil.
1.9 CAPUT	in order to capture	UT means *in order to,* and CAP *capture* or *take.*
1.9 CAPUT	put	Because part of CAPUT is *put.*
1.10 NOX	knock	Because of the sign along roads NO NOX, meaning *no knocks.*
1.12 SEDEO	but that	Because SED means *but,* and EO means *that.*
1.16 NAVIS	birth	I meant to write *berth,* which is part of a ship.
1.21 CENA	food, dinner	I considered both *food* and *dinner* as correct.

APPENDIX 9

Incorrect Responses in the Recall Test.

Those incorrect responses which occurred more than once to each of the 150 test words of the recall test are listed below in order of frequency.

The following index will assist the reader in knowing under which chapter and section each of the erroneous responses was classified:

Chapter IV:

1. Nearly correct.
2. Associated with correct meaning.
3. Remote association with correct meaning.
4. Same kind of meaning.
5. Same kind of meaning but inaccurate.
6. Meaning of associated Latin word.
7. Meaning of similar Latin.
8. Approximate meaning of similar Latin.
9. Incorrect meaning of similar Latin.
10. Associated with meaning of similar Latin.
11. Erroneous analysis.
12. Meaning of portion of test word.
13. Approximate meaning of portion of test word.
14. Portion of response meaning of portion of test word.
15. Too much included.
16. Multiple response: part correct; remainder approximately correct.
17. Multiple response: part correct; remainder incorrect.
18. Multiple response: part approximately correct; remainder incorrect.

Chapter V:

1. Similar English.
2. Related meaning to similar English.
3. Word associated with similar English.
4. General idea of similar English.
5. Portion of test word.

Chapter VI:

1. Similar English and similar Latin.
2. Erroneous inference.
3. Multiple response: both incorrect.

Chapter VII:

1. Associated with modern foreign languages.
2. Unclassifiable responses.

Summary of Incorrect Responses to Each Test Word.

Response	Classified Under Chapter	Percentage of Pupils Giving Response
1.1 PULCHER		
beauty	IV.1	1.9
beautifully, prettily	IV.1	.6
pitcher	V.1	.5
girl	IV.7	.4
daughter	IV.6	.2
1.2 LINGUA		
linger	V.1	2.4
long	IV.7	1.6
far	IV.7	.3
stay, wait	V.2	.3
few	VII.2	.2
country, native country	IV.7	.2
length	IV.8	.2
1.3 DOMUS		
master, lord, Lord	IV.7	8.6
gift, present	IV.7	4.0
give, gave	IV.8	1.0
we give	IV.7	1.0
at home	IV.1	1.0
town, city	V.3	.7
domain	V.1	.6
sleep	VI.1	.6
dome	V.1	.6
good	IV.7	.4
donate, to present	IV.7	.4
teacher	IV.8	.4
teach	IV.7	.3
lady	IV.7	.3
rule	V.2	.2
will give	IV.7	.2
man	IV.7	.2
head	V.2	.2
1.4 SERVUS		
serve	V.1	3.2
save, preserve	V.1	1.0
guard	IV.7	.3
server	V.1	.2
slaves	IV.1	.2

service	V.1	.2
slavery	IV.1	.2
maid servant, lady servant	IV.1	.2

1.5 CELER

speedily, quickly, swiftly	IV.1	5.6
swiftness, speed	IV.1	3.8
clear	V.1	1.5
cellar	V.1	.8
conceal, hide	IV.7	.8
hurry, hasten	IV.1	.6
celebrate	V.1	.5
certainly	IV.7	.4
run	IV.2	.3
certain	V.1	.2
dine, eat	IV.7	.2
dear	IV.7	.2
sharp	IV.7	.2
color	V.1	.2
below	V.3	.2
excel	V.1	.2

1.6 VULNERO

wounded	IV.1	.9
kill	IV.4	.8
fly	IV.7	.8
woundable, vulnerable	IV.1	.6
strong	VI.2	.4
vulture, vultures	V.1	.4
conquer	IV.4	.3
brave	VII.2	.2
fight	IV.4	.2
attack	IV.4	.2
wounds	IV.1	.2
aid, help	VI.2	.2
capture	IV.4	.2
uninjurable, invulnerable	IV.1	.2

1.7 VENIO

see	IV.7	4.2
came	IV.1	1.5
go	IV.4	1.4
went	IV.5	.7
wind, winds	IV.7	.7
poison	IV.7	.4

hear	IV.7	.4
I have, hold	IV.7	.4
call	IV.7	.2
where	VII.2	.2
conquer	IV.7	.2

1.8 FILIUS

daughter	IV.1	5.1
boy	IV.4	2.9
girl	IV.8	.9
brother	IV.4	.9
faithful	IV.7	.3
some	IV.3	.2
fill	V.1	.2

1.9 CAPUT

seize, take, take from	IV.7	4.4
body	IV.7	2.0
captive	V.1	1.3
he catches, catch	VI.1	.6
put	V.5	.5
heat	IV.3	.3
he takes	IV.7	.3
make	IV.9	.3
place	V.2	.3
have	VII.2	.2
wish	IV.7	.2
throw, thrown	V.3	.2
heart	IV.4	.2

1.10 NOX

soon, presently	IV.7	5.8
now	VI.1	2.8
no	V.1	2.3
not	V.1	1.6
none	V.1	1.1
light	IV.3	.6
nothing	V.2	.3
neither, nor	V.1	.3
at night	IV.1	.3
we, us	IV.7	.3
never	V.3	.3
then	VII.2	.2
custom	IV.7	.2

son	VII.2	.2
our	IV.7	.2
	1.11 HOMO	
home, at home	V.1	6.2
people, men, human beings	IV.1	1.6
house	V.2	.9
enemy	IV.7	.7
companion, friend	IV.7	.7
name	IV.7	.6
ground	IV.7	.4
body	VI.2	.3
hour	V.1	.2
winter	IV.7	.2
pass the winter	IV.7	.2
head	VII.2	.2
country	VII.2	.2
	1.12 SEDEO	
said, I had said	V.1	1.7
but	IV.12	1.6
say, to say	V.1	1.0
set, set down	V.1	.8
see	VI.1	.6
I send	V.1	.6
place, I place, put	VI.2	.5
abode	IV.1	.3
sedate	V.1	.3
besiege, beseiged	V.1	.3
throne	IV.2	.2
sat	IV.1	.2
I study	IV.7	.2
I am eager, to be eager	IV.7	.2
seduce	V.1	.2
sit, put; sit, place	IV.17	.2
but go	IV.11	.2
I stand	IV.4	.2
	1.13 AUDIO	
talk, speak	V.3	.9
praise	IV.7	.8
dare	IV.7	.7
audience	IV.1	.4
shout, I shout	VI.2	.4
call	VII.2	.2

brave, bold	IV.7	.2
auditorium	IV.1	.2
ask	VI.2	.2
loud	V.1	.2
out	V.1	.2
heard	IV.1	.2

1.14 PROFICISCOR

professor	V.1	16.0
promise	IV.7	2.0
teacher	V.2	1.8
get, get possession of, seize	IV.7	1.6
proficient	V.1	1.4
command, to be in command of	IV.7	.8
put in care of, place in command	IV.7	.6
profess	V.1	.5
profit	V.1	.5
follow, follow away	IV.7	.5
fisherman	V.1	.5
enjoy, to enjoy	IV.7	.3
set up	VII.2	.2
help	VII.2	.2
expert	VII.2	.2
take	VII.2	.2
send ahead	IV.7	.2
profiteer	V.1	.2
make before, made before	IV.11	.2
perfect, complete	IV.7	.2
know	VII.2	.2

1.15 MORIOR

death	IV.1	5.9
delay	IV.7	5.8
mirror	V.1	5.1
more	V.1	1.3
deadly, deadlier, deathly	IV.1	1.0
dead	IV.1	.8
enjoy	IV.7	.7
better	IV.7	.5
wall, walls	IV.7	.5
moral	V.1	.5
minor	V.1	.5
reflect	V.3	.3
fear	IV.7	.3
try	VII.2	.3

older	IV.7	.2
great	IV.8	.2
look, I look at	VII.2	.2
mortal	IV.1	.2
mourner	V.1	.2
undertaker	IV.10	.2
smaller	IV.7	.2
kill	IV.4	.2
sooner	IV.10	.2

1.16 NAVIS

sailor	IV.7	5.5
sail, sail around, sails	VI.1	4.0
navy	V.1	3.8
sea	V.3	1.1
navigate	V.1	.9
boats, ships	IV.1	.4
naval	V.1	.4
navigator	V.1	.2
bird	IV.12	.2
water	V.3	.2

1.17 VIVO

life	IV.1	7.4
see, to see plainly	VI.1	1.8
vivid	V.1	1.6
revive	V.1	1.5
alive	IV.1	1.2
conquer, defeat	IV.7	.9
hail	VII.1	.7
way, by way	IV.7	.6
fly	IV.7	.5
greetings	IV.8	.4
long live, live long	VII.1	.4
avoid, I avoid	IV.7	.4
cheer	VII.1	.3
good bye, farewell	IV.7	.3
I leave	IV.3	.3
I escape	V.3	.3
vision	V.1	.3
bright, brighten	V.2	.3
vim, force	IV.7	.3
I learn	VII.2	.2
come, I come	IV.7	.2

1.18 LITUS

light, to light	V.1	8.3
letter, letters	VI.1	2.8
litter	V.1	2.8
life	V.1	2.0
wide, broad	IV.7	1.5
happy	IV.7	1.4
liter, liters	V.1	1.2
literature	V.1	1.1
little	V.1	.7
literary	V.1	.7
read	V.3	.6
side	IV.7	.6
paper	V.4	.4
late	V.1	.3
carry	VII.2	.3
book, books	V.3	.3
bright	V.2	.3
bed	IV.7	.3
high	IV.7	.3
long	IV.7	.2
lake	IV.7	.2
live	V.1	.2
speak, talk	IV.10	.2
width	IV.8	.2
milk	IV.7	.2
stone	IV.7	.2
word	IV.10	.2

1.19 TRANO

across	IV.7	25.3
train, I train	V.1	3.5
carry over, drag across, carry across	IV.7	1.1
transportation, transport	V.1	1.1
over	IV.7	.7
travel, I travel	V.1	.6
translate	V.1	.4
carry	IV.8	.4
I drag, draw, pull	IV.7	.4
I move	V.2	.3
I send	VI.2	.3

1.20 VIRGO

guard, watch, watching, watchman	VI.1	2.2
virgil, virgils, Virgil	V.1	2.0

man, men	IV.12	1.1
woman, lady	V.3	.6
virtue	V.1	.5
vitality, energy	V.2	.5
vigil	V.1	.5
I am pure, clean, purify, pure	V.3	.5
manhood, manliness	VI.2	.4
strong	IV.7	.3
manly	IV.13	.3
young, youth	V.3	.3
branch	IV.7	.3
live, I live	IV.7	.2
brave	V.3	.2
turn	IV.7	.2
rod	IV.7	.2
strength	IV.7	.2
voyage	V.1	.2
life	IV.7	.2
I go	V.5	.2
sail	IV.7	.2

1.21 CENA

dog	IV.7	1.8
kitchen	IV.2	.8
cent	V.1	.7
cane	V.1	.5
wax	IV.7	.4
hundred	V.3	.3
century	V.1	.3
light	V.3	.3
room	V.2	.2
census	V.1	.2
center	V.1	.2
fire	IV.7	.2
can	V.1	.2
scene	V.1	.2
table	IV.7	.2

1.22 LACRIMA

tears	IV.1	7.4
lamp	IV.7	1.2
cries, cry, cried, weep	IV.2	1.1
light	IV.7	.6
milk	IV.12	.5
eye	IV.2	.4

cut	V.2	.3
crime	V.1	.3
letter	IV.7	.2
high, too high	VII.2	.2
lake	IV.7	.2
locket	VII.2	.2
lantern	V.1	.2
laugh, laughter	IV.2	.2
robber	IV.7	.2
happy	IV.7	.2
	1.23 NASCOR	
nose	V.2	1.6
nasty	V.1	.5
hide	VII.1	.4
nasal	V.1	.4
master	V.1	.2
ours, was ours	IV.11	.2
near	VII.2	.2
escort	V.1	.2
birth	IV.1	.2
smell	IV.10	.2
mean	V.2	.2
sailor	IV.7	.2
	1.24 SOCIUS	
social	IV.1	5.3
friends, companions, associates, allies	IV.1	4.2
society	IV.1	2.5
enemy	IV.2	1.2
friendly	IV.1	.6
sister	IV.7	.4
sociable	IV.1	.3
commander, chief, leader	IV.3	.3
sociate	IV.1	.2
friendship	IV.1	.2
alone	IV.7	.2
troops	IV.7	.2
servant, slave	IV.3	.2
sacred	IV.7	.2
aid	VII.2	.2
few	VII.2	.2
	1.25 DESILIO	
desolate	V.1	2.6
desire, wish	VI.1	2.6

devastate, I destroy, lay waste	VI.1	1.3
desert	V.1	1.1
swim, to swim	IV.2	.7
alone, be alone	IV.7	.5
plan, I plan	IV.7	.4
I sit, I sit down, settle down	IV.14	.4
I decide	V.2	.4
destiny	V.1	.3
delay	V.1	.3
I warn, advise	IV.8	.2
bridge	IV.2	.2
dissolve	V.1	.2
jump, I jumped	IV.1	.2
desperate	V.1	.2
distil	V.1	.2

1.26 SENATUS

senator, senators	V.1	37.1
old man, old men	V.3	.8
ambassador, envoy	V.3	.3
old age	V.3	.2
old	V.2	.2

1.27 DIMITTO

send behind, send back, sent back	IV.14	14.9
subtract, lessen, take away	V.2	2.0
send to	IV.14	1.0
send ahead, send forward	IV.14	.9
leave out	V.2	.7
admit, I admit	V.1	.7
send acress, send through	IV.14	.5
lead away, lead out	IV.14	.5
take back, lead back, bring back	IV.11	.4
sent out, sent away	IV.1	.4
hurl, throw, throw down	IV.11	.4
lose	IV.7	.3
descend	VI.1	.3
send about	IV.14	.3
return, I return	VI.2	.3
send in, put in	IV.14	.2
ask, ask for	VII.2	.2
I do not send, not to send	IV.14	.2
remit	V.1	.2
different directions	IV.2	.2
sent before	IV.1	.2

send again, resend	IV.14	.2

1.28 TRADUCO

lead from, lead out, draw forth, drag away	IV.14	3.7
trade out, trade with, I trade	V.1	3.6
lead back, I led back	IV.14	2.4
put across, I send across, transmit	IV.14	2.0
go across, cross over, to cross	IV.14	1.8
tradition	V.1	1.2
lead forward, lead ahead	IV.14	1.2
hand over, hand out	IV.7	.8
give up, surrender	IV.7	.4
lead against	IV.14	.4
I lead three, I lead three times	IV.14	.4
drag back	IV.8	.4
send away, send out, send from	IV.4	.3
across	IV.12	.3
send back, I send back	IV.4	.3
to lead inside, lead into	IV.14	.3
translate	V.1	.3
tragedy	V.1	.2
third leader	IV.11	.2
traduce	V.1	.2
tardy	V.1	.2
leader	IV.1	.2
leading	IV.1	.2
travel	V.1	.2

1.29 VALLUM

braveness, courage, bravery	V.2	4.8
strong	IV.7	2.9
valley	VI.1	1.8
ditch, trench	IV.2	1.4
brave	IV.8	1.0
value	V.1	.9
volume	V.1	.6
valid	V.1	.5
valet	V.1	.5
village	V.1	.4
farewell, good bye	IV.7	.4
war	IV.7	.4
sturdy, robust	IV.8	.3
valiant	V.1	.3
farm house	IV.7	.3

wound, to wound	IV.7	.3
wish	IV.7	.3
strength	IV.8	.3
valiantly	V.1	.3
bad	IV.7	.3
good	V.2	.3
watch	IV.7	.2
banner, standard	IV.7	.2
empty	VII.2	.2
full	IV.3	.2

1.30 SERVO

attend, I slave, to slave, be a servant	V.1	53.8
servant, male servant, man servant	V.1	7.3
slave	IV.7	3.6
service, slavery	V.1	.6
safe	IV.3	.6
help	V.2	.6
work, I work, labor	VI.2	.6
set free, free, I free	IV.2	.6
serve, save	IV.17	.2
serve, guard	IV.18	.2
female servant, maid servant	IV.7	.2

2.1 POPULUS

popular	V.1	2.5
public	V.1	.3
inhabitant	VI.2	.2

2.2 VINCO

come, I come	IV.7	3.5
see	IV.7	1.9
live	IV.7	1.5
seize, capture	IV.3	1.5
convince	V.1	.9
came	IV.8	.8
bind, I bind	IV.7	.8
vicinity	V.1	.5
neighbor	V.2	.5
kill	VI.2	.5
say, I say, speak	V.2	.4
victory	V.1	.3
do	IV.3	.3
conquered	IV.1	.3
life	IV.7	.3

go, go forth	VII.2	.3
village	VI.1	.3
wine	IV.7	.2
town	IV.8	.2
conqueror, victor	IV.1	.2
attack	IV.2	.2
leave	IV.7	.2

2.3 DO

do	V.1	4.4
make	V.2	.5
go	V.1	.5
stand, I stand	IV.7	.4
gave	IV.1	.4
gift	IV.1	.3
to	V.1	.2
have	VII.2	.2
I am	V.2	.2

2.4 NULLUS

nothing	IV.1	7.9
neither, neither one	V.1	2.4
many	IV.8	2.1
not	IV.3	1.6
any, any one	IV.7	1.3
now	VI.1	1.2
null	V.1	.9
other, the other, another	IV.7	.9
never	IV.3	.8
nullify, annul	V.1	.7
one	IV.7	.7
not willing, not wish	IV.7	.4
alone, only	IV.7	.4
dull	V.1	.3
cloud, clouds	VI.1	.3
all	IV.7	.3
new	IV.7	.3
no good, not good	V.2	.3
void	IV.2	.2
nor	IV.4	.2
our	VII.2	.2
star	VII.2	.2
bad	IV.7	.2
plenty	VII.2	.2
not, no	IV.16	.2

some	VI.2	.2
nine, ninth	IV.7	.2
whole	VII.2	.2

2.5 AESTAS

in summer	IV.1	3.1
winter	IV.4	2.5
estate	V.1	1.0
building	IV.7	.7
house, dwelling place	VI.1	.6
star, stars	V.1	.6
age	IV.7	.5
build, you build	IV.7	.4
reckon, estimate, think	IV.7	.4
sick	VII.2	.3
state, nation	IV.7	.3
spring	IV.4	.3
life	VII.2	.2
equal	IV.7	.2
year, years	IV.2	.2

2.6 GERO

carry on war, wage war, wage battle	IV.15	4.4
drive, I drive, drive on	IV.7	1.9
go, to go away	V.1	.9
I seize, capture	V.2	.6
war	IV.6	.5
cover	IV.6	.5
begin	IV.3	.5
field	IV.7	.4
fight	IV.1	.4
carry out, carry back	IV.1	.3
place	VII.2	.3
get	V.1	.3
waste, lay waste, I destroy	IV.3	.3
ask	IV.7	.2
I steer, guide	IV.1	.2
I cultivate	IV.10	.2
fought, waged	IV.1	.2
lead	VII.2	.2
seek	VII.2	.2
I besiege	IV.4	.2
tribe	IV.7	.2
run, I run	IV.3	.2

2.7 GRAVIS

a pull down, weight	V.2	4.2
brave	VI.1	2.5
grateful	V.1	1.8
pleasing, pleasant	IV.7	1.5
huge	V.2	1.5
ground	V.3	1.2
seriously, heavily, gravely, severely	IV.1	.8
thanks	IV.7	.8
gratitude	V.1	.7
grass	V.1	.7
grief	V.1	.6
short	IV.7	.6
force	V.3	.4
level	VI.2	.3
light	VI.2	.3
earth	V.3	.3
sharp	IV.7	.3
grieve	V.1	.2
land	VII.2	.2
grade	V.1	.2
thank, to thank	IV.8	.2
bad, badly	VII.2	.2
happy	IV.7	.2
greatly	V.1	.2
down, downward	V.3	.2
grain	V.1	.2

2.8 NOVUS

nine	IV.7	4.9
none, no one, not one	IV.7	1.4
famous, known, well known, noted	IV.7	1.2
ninth	IV.8	1.1
sailor, sailors	IV.7	.8
ship	IV.7	.6
now	VI.1	.6
recruit	IV.15	.5
rear	IV.15	.3
number	IV.10	.3
name	IV.7	.3
small	IV.7	.2
navy	VII.2	.2
novelty	IV.1	.2

2.9 MALUM

badly	IV.1	1.7
great, large	IV.7	1.0
male	V.1	.9
much	IV.7	.9
little, a little, small	IV.7	.7
wall	IV.7	.6
malice	V.1	.6
many	IV.7	.4
sick	VII.1	.3
wretchedly, miserable	IV.1	.3
soldier	IV.7	.2
mad	IV.3	.2
better	IV.6	.2

2.10 COPIA

forces, troops	IV.1	26.8
camp	VI.1	2.4
copy	V.1	2.1
supplies	IV.1	1.8
troop	IV.1	1.0
take, to take	IV.7	.7
food	IV.2	.6
grain	IV.2	.6
head	VII.2	.5
body	IV.7	.5
army	IV.2	.4
aid	VI.2	.4
need, lack	IV.1	.3
abundant	IV.1	.3
capture	VII.2	.3
plentiful	IV.1	.3
captive	V.1	.2
money, wealth	IV.7	.2
wall, walls	VII.2	.2
blame	VII.2	.2
arms	IV.2	.2
few	VII.2	.2

2.11 RES

king	IV.7	4.2
rest	V.1	1.6
republic, public affairs	IV.15	.8
kingdom	IV.8	.6
day	VII.2	.5

law	IV.1	.3
reign, rule	V.1	.3
rest of	V.1	.2
this	IV.2	.2
self, yourself	IV.7	.2
supplies	IV.1	.2
of	VII.2	.2
city	VII.2	.2
right	VI.1	.2
country	VII.2	.2
hope	VII.2	.2
foot	IV.7	.2
soldier	IV.10	.2
for	V.1	.2

2.12 DEBEO

debt	V.1	4.5
give, give away, give back	IV.8	3.1
doubt	IV.7	2.8
I keep, I have, hold	IV.7	1.8
lay waste, waste, destroy, devastate	IV.7	1.7
teach	IV.7	.7
debate	V.1	.6
delay, delayed	V.1	.6
obey	V.1	.5
order	IV.7	.4
consider, think	VII.2	.3
ask	IV.7	.3
debt, owe	IV.16	.3
dare, I dare	V.1	.3
to surrender	VII.2	.3
do	VII.2	.3
I have given, I gave, I used to give	IV.8	.3
take from, take out	VII.2	.2
argue, discuss	V.2	.2

2.13 PARS

equal	IV.12	7.2
parts	IV.1	1.1
bridge	IV.7	.6
through	IV.7	.5
even	VII.2	.4
pair, pairs	V.1	.3
little, small	IV.7	.3
prepare, get ready	IV.7	.3

par	V.1	.3
peace	IV.7	.3
by	VII.2	.2
city	IV.7	.2
gate	IV.7	.2

2.14 PARO

part, a part, a part of, parts, portion	IV.7	3.3
obey	IV.7	2.6
small, little, a little	IV.7	2.0
to cut in parts, I part, to part	VI.1	2.0
equal, I am equal	IV.12	1.3
put, place	IV.7	.8
prepared, ready	IV.1	.7
carry, I carry	IV.7	.7
I separate	VI.2	.7
think	IV.7	.3
compare	V.1	.3
have, I have	VII.2	.2
pair	V.1	.2
I spare	IV.7	.2
I make, do	IV.3	.2
share	IV.7	.2
please	IV.9	.2
order	IV.6	.2
I appear	IV.7	.2
partake, I take part	V.1	.2
gate	IV.7	.2

2.15 IMPERIUM

general, commander, lieutenant, leader	IV.1	7.9
imperial	IV.1	3.6
peril, danger	VI.1	3.0
emperor	IV.1	2.3
kingdom, kingly estate	IV.3	2.0
battle	IV.7	1.0
army, army on the march	IV.3	.7
ruler	IV.2	.6
imperil	V.1	.6
attack	IV.7	.5
high, highest	V.2	.2
baggage, heavy baggage	IV.8	.2
superior, higher	IV.2	.2
commands	IV.1	.2

imperious, commanding	IV.1	.2
royal	IV.5	.2
	2.16 VOLO	
roll	V.2	3.7
call, I call	IV.7	2.9
willing	IV.1	2.0
revolve	V.1	.7
turn	IV.8	.5
voice	VII.2	.5
sing	VII.2	.4
vocal	V.1	.4
unwilling, be unwilling	IV.7	.4
round, around	V.3	.4
I violate	V.1	.3
alone	VII.2	.2
kill	IV.10	.2
I promise	VI.1	.2
live	IV.7	.2
flight	IV.1	.2
say	VI.2	.2
prefer	IV.7	.2
walk	VII.2	.2
volume	V.1	.2
hurl, I throw	V.3	.2
velocity	VII.2	.2
	2.17 INOPIA	
plenty, abundance, supply, force	IV.1	4.8
forces, troop, troops, supplies	IV.1	2.1
not enough, insufficient, not sufficient	IV.1	1.0
not plentiful, unplentiful, scarce, scant	IV.1	.7
town	IV.7	.6
injury	IV.7	.6
open, in open	V.1	.5
few, few things	IV.1	.5
camp, in camp	V.1	.4
inhabitant, inhabitants	IV.7	.4
out of supplies	IV.1	.4
inside	V.1	.3
in town, in the town	IV.11	.3
lacking, out of	IV.1	.3
abundant, enough	IV.1	.3
unable	VII.2	.2

in battle	V.2	.2
command, in command	VII.2	.2
wound	VII.2	.2
nothing	IV.1	.2
in the meantime, meanwhile	IV.7	.2
inactive	VII.2	.2
warn	VII.2	.2
lack of food, no food	IV.15	.2

2.18 VERTO

virtue, by virtue	VI.1	1.7
truth	IV.8	1.7
word, words	IV.7	1.0
in truth, truly	IV.7	.8
true	IV.7	.7
verify, I verify, to verify	VI.1	.7
go, go to, go on	V.1	.5
speak, I speak, to talk	VII.2	.4
carry, I carry	IV.7	.3
avert, I avert	IV.1	.3
courage	IV.7	.3
inverted, upside down	IV.1	.2
bend	IV.1	.2
I veto	V.1	.2
tell, I tell	VI.2	.2
green	VII.1	.2
life	IV.7	.2
live	VII.2	.2
seek, I seek	VII.2	.2
advert	V.1	.2
ask	VII.2	.2
against	V.2	.2
I tell the truth, be truthful	IV.8	.2

2.19 AGO

field, fields	IV.7	5.0
go, I go	V.1	3.2
age	V.1	1.7
plow, I plow	IV.7	1.5
I	IV.7	1.4
give, I give	IV.3	.8
increase	IV.7	.7
ask, seek	IV.7	.6
wage, wage on	VI.2	.5
give thanks, thank	IV.15	.4

old	V.2	.3
sick, I am sick	IV.7	.3
past	V.2	.3
put	VII.2	.3
ago	V.1	.2
pull	VII.2	.2
I am	VII.2	.2
ought	VII.2	.2
think	VII.2	.2
before	V.2	.2

2.20 PUTO

put, to put, to put down	V.1	10.4
place, I place, pitch	V.2	7.1
ask, demand	IV.7	.9
know, I know, understand	IV.3	.9
say	IV.7	.5
change, I change	IV.7	.4
able, be able	IV.7	.3
to throw, hurl	IV.3	.3
force	V.2	.2
water	VII.2	.2
decay, rot	V.2	.2
punish	IV.3	.2
wish	VII.2	.2
send	VI.1	.2
seek	IV.7	.2
do, make	VII.2	.2
devil, bad devil	V.3	.2

2.21 PATIOR

father	IV.7	11.1
fatherland, native country, country, land	IV.7	3.9
patriot	V.1	1.7
fatherly	IV.8	1.7
take, gain possession of, get possession of	IV.7	1.1
extend, stretch	IV.7	.9
patient	V.1	.8
patience	V.1	.8
promise	IV.7	.6
uncle	VI.2	.5
patriotism, patriotic	V.1	.5
native	IV.10	.5

follow	VII.2	.4
able, be able	IV.7	.3
make, do	IV.7	.3
try	IV.7	.3
obey	IV.7	.3
seek, seek for	IV.7	.3
set out	IV.7	.3
know	IV.7	.3
parent	VII.2	.3
brother	IV.7	.2
worse	IV.7	.2
fear	IV.7	.2
delay	IV.7	.2
more fatherly	VI.2	.2

2.22 PETO

think, I think	IV.7	1.9
put, place	VI.1	1.3
pet, I pet	V.1	.8
know, I know	VII.2	.7
say, speak	VII.2	.6
foot, feet	IV.7	.5
send	IV.7	.5
order	VI.2	.5
do, make	VII.2	.5
I drive	IV.7	.4
take, I take	IV.3	.4
believe	IV.7	.3
I carry	IV.7	.2
I prepare	IV.7	.2
I desire	VII.2	.2
find, found	IV.2	.2
seize, I seize	VII.1	.2
flee	VI.2	.2
command	VII.2	.2
I lead	VII.2	.2
help	IV.2	.2
give, give out	V.2	.2
press	VII.2	.2
thought, I thought	IV.8	.2
hope, I hope	VI.2	.2

2.23 OPUS

eye, eyes	V.3	8.0
open, I open	V.1	3.7

opposite	V.1	.7
see	V.3	.7
opinion	V.1	.4
part, part of	VII.2	.3
opium	V.1	.3
oppose	V.1	.3
all	IV.7	.2
round	VI.2	.2
among	VII.2	.2
opal	V.1	.2
gem, jewel	V.4	.2
choice, selection	IV.2	.2

2.24 NEGOTIUM

negotiate, I negotiate	V.1	12.9
negative	V.1	3.5
treaty, compact	V.3	1.9
no, none	V.3	1.1
sail	IV.7	.9
navigate, navigation	V.1	.8
denial, negation	VI.1	.8
plan	IV.7	.7
negotiable	V.1	.7
neglect	V.1	.7
not	VI.1	.5
deny	VI.1	.4
article, term, terms	V.3	.4
boat	IV.7	.3
kill	VII.2	.3
sailor	IV.7	.3
agree, agreement	V.3	.3
argue, discuss	V.2	.2
ask	VII.2	.2
figure	VII.2	.2
sail	IV.7	.2
never	IV.7	.2

2.25 MALO

wicked, bad, evil	IV.1	34.1
male	V.1	2.0
evilly, badly	IV.1	1.8
be bad, I am bad, to be bad	IV.1	1.6
to do wrnog, I misbehave, I do bad, I sin	IV.1	1.1
I am unwilling, I do not wish	IV.7	1.1

I make bad, I ruin, I spoil, I destroy, spot	VI.1	.9
harm, I harm	VI.1	.9
unwilling, not willing	IV.8	.8
sick, ill	VII.1	.7
hate, I hate	V.2	.6
apple	IV.1	.5
small	VII.1	.5
mad	VII.2	.4
blame, I blame	IV.2	.3
malice	V.1	.3
to be willing	IV.7	.3
he wishes, wish	IV.7	.3
willing, desiring	IV.8	.3
boy	IV.3	.2
injure, I injure	V.3	.2
prepare	IV.7	.2
strong	VII.2	.2
wall	VII.2	.2

2.26 AUCTORITAS

auction	V.1	5.3
author	V.1	1.8
actor	V.1	1.3
sell, to sell, selling	V.2	.9
auctioneer, auctioneers	V.1	.7
commanding, bold	IV.7	.7
sale, sales	V.2	.4
friendship	IV.7	.3
salesman, one who sells, seller	V.3	.3
help	IV.7	.2
aristocrat	V.1	.2
action, act	V.1	.2
brave	VII.2	.2
summer, summer time	IV.7	.2

2.27 POTESTAS

powerful, mighty	IV.1	3.7
protest, you protest	V.1	3.4
can, be able, to be able to, you are able	IV.1	2.3
able	IV.4	1.3
afterward, afterwards	IV.7	.7
penalty, punishment	IV.7	.5
after	IV.7	.4

demand	VI.2	.3
quickly, swiftly	VII.2	.3
danger	VII.2	.3
strong	IV.1	.3
against	VII.2	.2
protect	V.1	.2
leader, commander	IV.2	.2
government, state	IV.2	.2
point out	VII.2	.2
age	IV.10	.2
I am able	IV.1	.2
poet	IV.7	.2
abler	IV.1	.2
brave, bravely	VII.2	.2
protection	IV.7	.2

2.28 GAUDIUM

vivid, bright, brilliant, showy	V.2	4.8
sword	IV.7	4.4
glad	IV.1	1.9
rejoice	IV.1	1.7
guard	V.1	.8
gay, gayer	V.1	.7
happy	IV.1	.7
shield	IV.10	.6
brilliance, glory, splendor	IV.7	.5
color	V.3	.5
show, display	V.3	.4
praise, be praise	IV.8	.4
proud	V.3	.4
guardian	V.1	.4
pleasant, pleasing	IV.1	.4
guide	V.1	.3
loud	V.2	.3
attractive, pretty, beautiful	V.2	.3
gratitude	V.1	.3
brave	VII.2	.2
enjoy	IV.1	.2
gown	VII.2	.2
joyfully, gladly	IV.1	.2
garden	V.1	.2

2.29 CREO

think, believe, trust	IV.7	4.4
credit, I credit	VI.1	1.6

I cry, I cry out	V.1	.8
creed	V.1	.8
tomorrow	IV.7	.6
go	IV.12	.6
Creon	V.1	.4
color	VII.2	.3
go away, go away from, leave	IV.7	.3
wax	IV.7	.3
choose	IV.3	.3
food	IV.7	.2
call, cry	V.1	.2
cremate	IV.7	.2
crayon	V.1	.2
I pledge	V.3	.2
care, I care	V.1	.2
crevice	V.1	.2
I do	IV.3	.2
I eat	IV.7	.2

2.30 CONSILIUM

consul, consuls	V.1	19.1
aid	IV.7	2.6
advise, to advise	IV.1	.5
conceal	V.1	.4
plans	IV.1	.3
consider	V.1	.3
conciliate, reconcile	V.1	.3
adviser, counselor	V.1	.3
consult	IV.2	.3
troops, forces	IV.7	.2
town	VII.2	.2
building	IV.9	.2
attack	IV.6	.2
plane	IV.3	.2
danger	IV.7	.2
hide	V.2	.2
deed	IV.2	.2
battle	IV.7	.2
console	V.1	.2

3.1 AD

away, away from, from, out, out of	IV.7	4.6
by	IV.7	2.8
into	IV.7	.6
in	IV.4	.4

before	IV.4	.3
after	IV.4	.3
to, from	IV.7	.3
through	IV.4	.3
it	VII.2	.2
and	V.1	.2
to, into	IV.16	.2
by, from	IV.7	.2

3.2 CUM

around	IV.7	.4
come	V.1	.3
to	IV.4	.2
then	IV.7	.2

3.3 SINE

if	IV.12	2.1
after, behind	IV.4	1.7
before	IV.7	1.3
with	IV.3	1.0
under	IV.7	.9
from	IV.4	.8
about	IV.3	.8
since	V.1	.6
always	IV.7	.6
often	IV.7	.6
for	IV.7	.5
against	IV.7	.5
unless, if not	IV.7	.4
in	V.5	.4
doubt	IV.6	.4
but	IV.13	.4
yes	IV.7	.4
without doubt	IV.15	.4
across	IV.4	.3
sin	V.1	.3
until	VII.1	.3
outside	IV.3	.3
soon	V.1	.3
also	VII.2	.2
himself, by himself	VII.2	.2
if you	IV.14	.2
by	IV.4	.2
of	IV.4	.2
on account of	IV.4	.2

old	IV.7	.2
although	VII.2	.2
so	VII.2	.2
right, all right	VII.2	.2
over, above	IV.4	.2
well	IV.7	.2
enough	IV.7	.2

3.4 EX

to	IV.2	.5
from down, down from	IV.4	.4
in, into	IV.2	.4
go out, go out of, depart from	IV.15	.4
by	IV.4	.3
exit	IV. 15	.3
from, by	IV.17	.3
for	IV.4	.2
from, concerning	IV.17	.2
concerning	IV.4	.2
and	IV.7	.2

3.5 ANTE

against	V.2	3.4
after, afterwards, behind	IV.2	3.3
and	V.1	1.4
between	IV.4	.6
so	VII.2	.6
for	IV.3	.6
and so	VII.2	.4
and also	IV.7	.4
from, away from	IV.4	.3
but	VI.2	.3
toward	IV.7	.3
near	IV.2	.3
into	V.1	.3
around	IV.7	.3
without	VI.2	.3
out, out of	IV.4	.2
formerly	IV.1	.2
little, small	VI.2	.2
over	IV.4	.2
through	IV.4	.2

3.6 PROPTER

because	IV.1	9.8
after, behind	VI.1	3.4

before	IV.12	2.1
hasten	IV.7	1.9
hurry	IV.7	1.9
proper	V.1	1.6
afterward, afterwards	IV.7	.8
alway, always	VII.2	.8
swiftly, hurriedly, quickly, hastily	V.2	.7
often	IV.7	.7
against	V.3	.5
in front of	IV.12	.4
property	V.1	.4
although	VII.2	.4
immediately	VII.2	.4
beyond	IV.7	.3
with	IV.4	.3
prompt	V.1	.3
between	IV.6	.3
among	IV.3	.2
especially	VII.2	.2
owner	VI.2	.2
now	VII.2	.2
also	VII.2	.2
next	IV.1	.2
formerly	IV.8	.2
later	VII.2	.2
nearly	IV.1	.2
therefore	VII.2	.2
concerning	IV.3	.2
forward	IV.13	.2
our	VII.2	.2

3.7 —QUE

who	IV.7	4.4
nor	IV.7	2.2
that	VII.2	1.3
which	IV.7	1.3
question, sign of question, asks a question	IV.7	1.2
what	IV.7	.9
either	VI.2	.8
neither	IV.7	.8
no	IV.8	.6
for	IV.11	.5
not	IV.8	.5

this	VII.2	.4
so	IV.10	.4
ever	VII.2	.3
because	IV.4	.2
why	IV.7	.2
yes	VII.2	.2
expect answer no, question no	IV.8	.2
yet	VII.2	.2
while, when	VII.2	.2

3.8 NEQUE

and	IV.12	3.3
not	IV.12	2.6
and also, even also	IV.7	2.1
also	IV.7	1.8
and so	IV.7	1.7
never, no never	VI.1	1.7
no	IV.13	1.0
that not, lest	IV.12	.7
nothing	V.1	.7
now	IV.3	.6
either	IV.4	.5
none	IV.4	.5
kill	IV.7	.4
because	VII.2	.3
or	IV.3	.2
both and, and both	IV.14	.2
not and	IV.1	.2
yes	VII.2	.2
and and	IV.14	.2
both	IV.4	.2
for	IV.7	.2

3.9 UT

and	IV.7	5.5
or	IV.7	2.8
but	VI.1	2.5
so, thus	IV.7	.8
it	V.1	.6
also, and also	IV.7	.6
either	IV.7	.6
either	IV.7	.6
for	IV.3	.5
you	IV.7	.4
at	V.1	.4

out, out of	V.1	.4
yes	VII.2	.4
neither, nor	VII.2	.4
than	VII.2	.4
not	IV.2	.3
both	VII.2	.3
then	VII.2	.3
before	VII.2	.2
what	V.1	.2
by	IV.7	.2
utter	V.1	.2
might	VII.2	.2
less	VII.2	.2
and, that	IV.17	.2
from	VII.2	.2
may	VII.2	.2
as it	IV.1	.2
and so	VII.2	.2

3.10 PRO

after	IV.7	1.8
against	IV.2	1.1
because of, on account of	IV.7	1.0
from, away from	V.1	1.0
with	IV.4	.5
about	IV.4	.5
because	IV.8	.4
forward	V.3	.4
though, although	VII.2	.3
above	IV.4	.3
under	IV.7	.3
near, nearer	IV.8	.3
of	IV.10	.2
to go forward, go ahead	IV.15	.2
keep from	VII.2	.2
cause	IV.8	.2
between	IV.4	.2

3.11 SI

so, thus	VI.1	2.1
yes	VII.1	1.3
himself	IV.7	.7
but	IV.2	.6
his	IV.7	.4
themselves	IV.7	.4

with	VII.2	.4
it, itself	IV.3	.3
I	VII.2	.3
yourself	IV.8	.3
he	VI.1	.3
that not, lest not	IV.7	.2
you	IV.9	.2
him	VII.2	.2
if, yes	IV.17	.2
them	IV.8	.2
then	VII.2	.2

3.12 DE

by	IV.4	1.2
to	IV.4	.5
before	IV.4	.4
in, into	VII.2	.4
and	VII.2	.3
your	IV.8	.3
go from, depart from, go	VI.2	.3
give, to give	IV.7	.3
with	IV.4	.3
do	V.1	.3
back, behind	IV.7	.3
he	V.1	.2
out	VII.2	.2
in behalf of	IV.4	.2
not	VII.2	.2
concern	IV.1	.2
among	IV.4	.2
upon, on	VII.2	.2
because	VII.2	.2
the	VII.2	.2

3.13 ATQUE

therefore	IV.7	2.6
either, or	IV.7	1.9
water	IV.7	1.4
neither, nor, and not	IV.7	1.3
ancient, old	VI.1	.9
and but, but and	IV.11	.6
but	IV.12	.5
at that time	IV.11	.4
as	VII.2	.4
nevertheless	VII.2	.3

finally	IV.7	.3
then	VII.2	.3
at	V.5	.3
however	VII.2	.3
because	VII.2	.2
so, thus	IV.1	.2
after	V.1	.2
now	VII.2	.2
afterwards, after awhile	VII.2	.2
and as	IV.14	.2
even if, and if	IV.14	.2
often	VII.2	.2

3.14 CUR

with	IV.7	2.1
about, around, round	IV.7	1.5
care, care of	IV.7	1.0
run	IV.7	.9
who	IV.3	.9
when, while	IV.3	.7
which	IV.4	.6
what	IV.4	.6
where	IV.3	.5
for	V.1	.5
because	VII.2	.5
dog	V.4	.3
then	VII.2	.2
from	VII.2	.2

3.15 VIX

energy, spirit, force, strength, power, vigor	IV.7	2.9
life	IV.7	1.6
vixen	V.1	.5
victor, winner, conqueror	IV.8	.5
when	VII.2	.4
fix	V.3	.3
voice	IV.7	.3
between	VII.2	.3
live, I live	IV.7	.3
victory	V.1	.3
village	IV.7	.3
anger	VII.2	.2
law	IV.7	.2
so	VII.2	.2

man	IV.7	.2
snow	IV.7	.2
strong	V.3	.2
which	VII.2	.2
girl	V.3	.2

3.16 INTERIM

between, in between	IV.12	6.8
sometime, sometimes	IV.7	3.5
among	IV.12	2.8
inside, inside of, within	V.1	2.0
again	IV.7	1.6
go into, enter, enter into	V.1	.8
immediately	V.1	.8
nevertheless, however	IV.4	.7
inter, interment	V.1	.6
at once	IV.7	.6
interior	V.1	.6
finally	IV.4	.6
therefore	IV.7	.4
into, inward	V.1	.3
in	V.5	.3
middle, in the middle	IV.8	.3
journey, march	IV.7	.3
inner	V.1	.2
even	IV.4	.2
for	VII.2	.2
about, around	IV.9	.2
beginning	IV.7	.2
suddenly	IV.10	.2
under, beneath	VII.2	.2
interval, space	IV.2	.2

3.17 ADVERSUS

opposer, antagonist, rival, enemy, opponent, foe	V.2	4.4
advertise, advertised	V.1	2.5
adversity	V.1	1.8
venture, adventure	V.1	1.4
turn noun, turn around, turn, turn to	IV.1	1.3
arrival, advent, coming of advent	IV.7	1.3
advise	V.1	1.0
advert	V.1	.8
change, changed	V.3	.6
advertisement	V.1	.6

go against, oppose	IV.1	.5
adverb	V.1	.5
back from, backward, backwards, back	V.2	.5
advice	V.1	.4
turned, turned around	IV.1	.3
other, the other	V.2	.3
word, words, to the words	IV.7	.3
return, return to	IV.1	.2
converse, converse together	IV.11	.2
to truth, for truth	IV.7	.2
between	VII.2	.2
advance	V.1	.2
retreat, to draw back	V.3	.2

3.18 INTER

into	V.1	5.2
in	V.5	3.7
enter	V.1	3.3
through	IV.7	1.7
inside, inside of	VI.1	1.7
journey, road, march	IV.7	1.2
across	IV.7	1.0
before	IV.4	.7
again	IV.7	.4
go into, go in	V.1	.3
inter	V.1	.3
in the meantime, meanwhile	IV.7	.3
inner	V.1	.3
therefore	VII.2	.2
so, thus	VII.2	.2
when	VII.2	.2
interior	V.1	.2
to	IV.4	.2
each	IV.8	.2
after	V.1	.2
behind	IV.4	.2

3.19 UBI

there	IV.7	4.2
why	IV.4	2.2
city	IV.7	2.1
who	IV.7	2.0
what	IV.7	1.0
which	IV.4	.7
that	VII.2	.6

here	IV.4	.6
whither	IV.4	.5
then	IV.4	.4
so	IV.10	.3
by	V.1	.2
to you	IV.7	.2
if	VII.2	.2
how	IV.4	.2
with	VII.2	.2
but	V.1	.2

3.20 QUAM

who	IV.1	6.2
when	IV.4	3.0
because	IV.7	1.7
for	IV.7	1.2
why	IV.4	1.2
this	IV.3	.9
where	IV.4	.9
then	IV.3	.9
although	IV.7	.5
also	IV.7	.5
whose	IV.1	.5
possible	IV.2	.4
with	IV.7	.4
ever	IV.7	.4
now	IV.3	.4
how many	IV.7	.3
these	IV.5	.2
after	VII.2	.2

3.21 QUOD

who	IV.1	10.2
whom	IV.1	1.4
this	IV.4	1.1
how	IV.7	.7
when	IV.9	.6
where	VII.2	.3
how many	IV.7	.3
also	VII.2	.2
because of	IV.1	.2
this, that	IV.4	.2
those	IV.5	.2

3.22 COTIDIE

today	IV.7	6.1
yesterday	IV.14	5.7
tomorrow	IV.4	2.6
day	IV.12	.5
next day, on the following day, day following	IV.14	.4
quickly	IV.7	.4
almost	IV.2	.3
swiftly	IV.4	.3
by day	IV.14	.3
camp	IV.7	.2
cottage	V.1	.2
tired	VII.2	.2
abundance, plenty	IV.7	.2
always	V.2	.2
some day	IV.14	.2
forces	IV.7	.2

3.23 NUM

now	VI.1	10.4
for	IV.7	7.0
not	IV.7	4.4
then	IV.7	4.4
none, not any	VI.1	2.9
never	VI.1	2.4
yes	IV.7	1.4
while	IV.7	1.3
when	IV.4	1.2
expecting yes, implying yes, ? yes	IV.4	.9
nothing	IV.8	.6
number	V.1	.5
so	IV.3	.5
quiet	V.2	.3
how	IV.4	.3
neither	IV.7	.3
yet	VII.2	.3
nor, and not	IV.7	.3
ever	VII.2	.2
what	IV.4	.2
did	IV.1	.2
didn't, did not	IV.1	.2
nevertheless	VI.2	.2

3.24 STATIM

stand	IV.7	5.8
finally, at last	IV.3	3.1
suddenly	IV.3	2.2
statue	V.1	1.5
state	V.1	1.4
nevertheless, however	IV.7	1.3
meanwhile	IV.7	.9
therefore	IV.2	.7
station	V.1	.5
always	IV.7	.5
once, once upon a time	IV.7	.5
already	IV.4	.5
standing	V.1	.5
even	IV.7	.3
immediate	IV.1	.3
then	IV.7	.3
only	IV.7	.2
place	IV.10	.2
a long time, for a long time	IV.4	.2
dark	VI.2	.2
seven	VII.2	.2
formerly	IV.7	.2
firm, solid	V.3	.2
presently	IV.3	.2
stay	V.1	.2

3.25 -NE

not	IV.1	11.5
that not, lest, lest not, negative of UT	IV.7	8.7
no	VI.1	7.0
nor	IV.7	1.7
and	IV.10	1.3
yes	IV.4	1.2
did, did ?	IV.1	1.1
neither	IV.7	1.1
what	IV.4	.9
why	IV.4	.9
negative ans., ? answer no, expecting answer no	IV.1	.9
do, do ?	IV.1	.8
answer yes, if affirmative is expected	IV.4	.8
that	IV.10	.6
and not	IV.7	.4

don't, do not	IV.1	.3
who	IV.4	.3
never	V.1	.3
none	IV.8	.3
not so ?, not	IV.1	.2
because	IV.3	.2
less	IV.8	.2

2.26 VERO

truth	IV.1	3.9
true, truthful	IV.1	3.7
word, words	IV.7	1.1
bend, turn	IV.7	1.0
fear	IV.7	.9
man, to the man	IV.7	.7
live, I live	IV.7	.7
I talk, tell, say, speak	VII.2	.7
verify	V.1	.7
wear, I wear	VI.1	.4
life	IV.7	.4
verb	V.1	.3
bear, I carry	IV.7	.3
ask, beg for	IV.7	.3
see, I see	IV.7	.3
stop	VII.2	.2
I believe	IV.7	.2
very	V.1	.2
virtue	IV.7	.2
change	VII.2	.2
hope	IV.7	.2
send, send back	IV.9	.2
late, too late	IV.7	.2

3.27 SIMUL

similar	V.1	21.8
same, same as, the same as	V.2	6.6
as soon, as soon as, soon as	IV.15	1.6
soon	IV.10	.8
simultaneous	V.1	.7
at last, at length	IV.3	.6
account of, on account of, because of	VII.2	.5
simile	V.1	.4
together	V.3	.4
again, again and again	IV.4	.3
next, then	IV.3	.3

as if	IV.14	.3
other, the other	VII.2	.2
stimulate	V.1	.2
likeness	V.2	.2
suddenly	IV.10	.2
as	IV.2	.2
distance	VII.2	.2
before	IV.3	.2

3.28 SATIS

satisfy	V.1	10.5
pleased, contented	V.2	2.1
sit	V.1	1.4
satisfactory, satisfactorily	V.1	1.2
sat	V.1	.7
safe, safety	V.1	.7
rock, rocks, stone, stones	VII.2	.6
such, such as	V.1	.6
stand	V.1	.5
alone, only	IV.7	.5
satisfied, satisfaction	V.1	.5
please	V.2	.4
satin	V.1	.3
at once	IV.7	.3
gratifying, pleasing	IV.7	.3
set	V.1	.2
full	IV.3	.2
station	V.1	.2
so great	VII.2	.2
suddenly	IV.10	.2
seat	V.1	.2
satire	V.1	.2
statistics	V.1	.2
place	VII.2	.2
Saturday	V.1	.2

3.29 ITAQUE

and also	IV.7	3.9
also	IV.7	2.9
and	IV.12	1.0
at last, finally	IV.7	1.0
however	IV.3	.9
and so forth, and so on	IV.1	.7
so that	IV.11	.5
and neither, and nor	IV.8	.5

after	VII.2	.4
nevertheless	IV.4	.4
although	VII.2	.4
then	IV.4	.3
ancient, old	IV.7	.3
on all sides, from all sides	IV.7	.2
because	VII.2	.2
and if	IV.14	.2
both	VII.2	.2
yet	IV.4	.2
always	IV.4	.2
and but, but and	IV.11	.2
either, or	VII.2	.2
meanwhile	IV.4	.2
if so	IV.14	.2

3.30 TANDEM

however, still, yet, nevertheless	IV.7	10.1
thus, so	IV.7	1.1
therefore	IV.9	.8
so great, so very great	IV.7	.8
than	V.1	.7
in the meantime, meanwhile	IV.7	.6
after, after that	V.1	.5
when	VII.2	.5
already	IV.3	.5
two	V.3	.5
so that	VII.2	.5
although	IV.10	.4
next, the next	IV.3	.4
and so	IV.7	.4
formerly	IV.4	.4
now	IV.4	.3
also	IV.4	.3
such	IV.10	.3
behind	IV.3	.3
so much	IV.7	.3
much, many	V.3	.3
always	IV.4	.3
once, once upon a time	IV.4	.3
first, at first	IV.3	.3
presently	IV.4	.3
often	IV.4	.2
never	IV.4	.2

whether	VII.2	.2
moreover	IV.4	.2
tandem	V.1	.2
great	VII.2	.2
at once	IV.7	.2
immediately	IV.4	.2
before	VII.2	.2
not yet	IV.4	.2
suddenly	IV.4	.2
	4.1 DUO	
one	IV.4	1.4
to	IV.3	.4
lead, I lead	IV.7	.4
give	IV.7	.3
day	IV.7	.3
do	V.1	.2
God, god	IV.7	.2
goddess	IV.7	.2
	4.2 QUI	
why	VI.1	2.6
whom	IV.1	1.9
that	IV.4	1.6
this	IV.7	1.2
where	IV.7	1.2
whose, of whom	IV.1	.8
when	IV.7	.7
whither	IV.7	.6
to whom	IV.1	.4
who, that; which, that	IV.17	.3
he	IV.4	.2
those	IV.5	.2
and	IV.7	.2
while	VII.2	.2
we	VI.2	.2
how	IV.4	.2
	4.3 NOSTER	
your, yours	IV.7	7.1
we	IV.12	2.8
us	IV.12	2.5
to you	IV.8	1.0
neither	VI.1	1.0
my, mine, my own	IV.4	.9

their	IV.4	.5
our men	IV.1	.5
no one, none	V.1	.3
I	IV.5	.3
they	IV.5	.3
sea	VII.2	.2
always	VII.2	.2
them	IV.5	.2
one	V.1	.2
his	IV.4	.2
nothing	V.1	.2

4.4 TU

your, yours	IV.1	4.7
me	IV.4	.6
he	IV.4	.6
to	V.1	.5
we	IV.4	.3
that	IV.7	.2
you, your	IV.17	.2
their	IV.5	.2
him	IV.4	.2
to you	IV.1	.2
our	IV.5	.2

4.5 TANTUS

whole, on the whole, total, entire, all	IV.7	3.2
so	IV.3	3.0
great	IV.1	1.5
finally, at last, at length	IV.7	1.4
tantalize, taunt	V.1	1.4
safe	IV.7	1.3
then	V.1	.8
touch	IV.10	.7
nevertheless, however, yet	IV.7	.6
much	VII.1	.6
your, yours	VII.2	.6
only, alone	IV.1	.4
many	VII.1	.4
large	V.3	.4
so that	V.1	.4
them	VII.2	.3
small, little	IV.1	.3
how great	IV.1	.3
safety	IV.8	.2

although	VII.2	.2
also	VII.2	.2
than	IV.9	.2
therefore	VII.2	.2
afterwards	VII.2	.2
now	VII.2	.2
so many	IV.1	.2
plenty, sufficient	IV.3	.2
time	IV.7	.2
already	VII.2	.2
soon	VII.2	.2
other	IV.4	.2
greatest, very great	IV.1	.2
tardy	V.1	.2

4.6 EGO

go, I go	VI.1	2.6
me	IV.1	1.8
drive, I drive, do, I do	IV.7	1.3
my	IV.1	.5
we	IV.1	.4
I am	IV.15	.4
act	IV.7	.3
you	IV.4	.3
who	IV.4	.2
went	IV.8	.2
I have driven, drove	IV.8	.2
egotistic, egotist	V.1	.2
self	IV.2	.2

4.7 VESTER

you	IV.1	9.6
our, ours	IV.7	5.1
evening, in the evening	IV.7	4.0
we	IV.5	1.3
their, theirs	IV.4	1.0
my, mine	IV.4	.8
they	IV.5	.6
us	IV.5	.5
clothing, suit	V.3	.4
left	IV.7	.4
yourself	IV.1	.3
you, yours	IV.16	.3
vestal, vestals	V.1	.3
ship	V.2	.2

wind	IV.7	.2
me, to me	IV.5	.2
of yourself, of you	IV.1	.2
them	IV.5	.2
that	VII.2	.2
night	IV.10	.2
always	IV.7	.2
prayer	V.3	.2

4.8 QUISQUE

and who, who and	IV.11	10.6
someone	IV.7	3.6
which, which one	IV.12	3.2
some certain one, certain one, a certain thing	IV.7	2.6
and which, which and	IV.11	2.0
and what	IV.11	2.0
who	IV.12	1.8
five	IV.7	1.3
whoever	IV.7	1.0
also	IV.7	.8
and whom	IV.11	.7
and this	IV.11	.7
any, ony one	IV.11	.7
and why	IV.11	.6
and so	IV.14	.6
why	VI.2	.5
because	VII.2	.4
whom	IV.13	.4
what for	IV.13	.4
who else, who also	IV.11	.4
fifth	IV.8	.4
that which	IV.8	.3
and whose	IV.11	.3
and also, and what is more	IV.14	.3
when	VII.2	.3
with whom	IV.11	.3
whose	IV.5	.3
whichever	IV.11	.3
although	IV.7	.2
of whom	IV.7	.2
what	IV.13	.2
something	IV.5	.2
and that	IV.14	.2

anything	IV.8	.2
and when	IV.11	.2
some	IV.5	.2
that	VI.2	.2
whether	VII.2	.2
and how	IV.14	.2
and	IV.12	.2

4.9 ALIUS

alien	V.1	5.0
all	VI.1	4.5
some	IV.1	2.9
ally	V.1	2.0
some one	IV.7	1.7
high, tall, deep	IV.7	1.6
any, any one	IV.7	1.2
allies	V.1	.9
every, every one, each	IV.4	.8
either, either of two	IV.4	.7
alone, only, only one	IV.7	.7
alias	V.1	.6
white	IV.7	.5
comrade, friend	V.2	.4
that	IV.7	.4
certain, certain one, a certain one	IV.4	.4
same	IV.4	.4
height	IV.8	.3
both	VI.2	.3
foreigner	IV.7	.3
something	IV.7	.3
one of two, one of the other	IV.7	.3
alway, always	V.1	.2
others	IV.1	.2
neither	IV.4	.2
against	VII.2	.2
our	IV.5	.2
the rest, the rest of	IV.7	.2
truthful	VII.2	.2
similar, alike	V.3	.2
which	IV.4	.2
these	IV.5	.2
width	IV.9	.2
wing	IV.7	.2
one, alone	IV.1	.2

4.10 NOS

our, ours	IV.7	8.8
you	IV.7	5.8
your	IV.5	1.8
not	V.1	1.5
no	V.1	1.2
my, mine	IV.5	.9
me	IV.4	.5
their, theirs	IV.5	.4
none, no one	V.1	.4
night	IV.7	.4
neither	VI.1	.4
I	IV.1	.3
he	IV.4	.3
they	IV.4	.3
we, our; us, our	IV.16	.3
them	IV.4	.3
soon	V.1	.2
nose	V.1	.2
either	IV.4	.2
now	V.1	.2

4.11 UNDE

under, underneath	V.1	16.3
wave, waves	IV.7	5.8
one	IV.7	1.8
one down, one less, one from, one of	IV.11	1.6
when, while	IV.3	1.1
before	IV.7	.4
from one, from a	IV.11	.4
and	V.1	.4
one and	IV.8	.3
also	IV.4	.3
concerning one, about one	IV.11	.3
thence	IV.4	.3
once	IV.8	.3
then	IV.4	.3
where	IV.4	.3
eleven	IV.11	.3
whither	IV.3	.3
concerning	IV.12	.2
after	VII.2	.2
for	VII.2	.2
beyond	VII.2	.2

only	IV.10	.2
until	V.1	.2
one before	IV.11	.2
and so	IV.7	.2
there	IV.4	.2
over, across	VII.2	.2
between	IV.7	.2
so	IV.4	.2
from under	V.1	.2

4.12 QUIS

what	IV.1	14.0
which	IV.12	12.4
whom	IV.1	2.9
whose	IV.1	2.8
why	VI.1	2.2
that	IV.7	1.6
this	VI.1	1.3
where	IV.4	1.2
when	IV.4	1.1
how	IV.7	.6
because	IV.7	.3
to whom, for whom	IV.1	.3
of which	IV.1	.2
those	IV.5	.2
each, every one	IV.7	.2
who, that	IV.17	.2
these	IV.5	.2

4.13 NEUTER

neuter	V.1	18.3
neutral	V.1	1.9
no one, none, not a person, not any, not one	IV.3	1.9
nothing	VI.2	1.3
thing	V.3	1.1
either, either one	IV.2	1.0
not living, something lifeless, dead, without life	V.3	.9
no	IV.7	.6
between, in between	V.3	.5
gender, gender of nouns	V.3	.5
middle	VI.2	.5
it	V.3	.4
the one, one of two	VI.2	.4

sailor	IV.7	.3
no gender, no gender given, without gender	VI.2	.3
our, ours	IV.7	.3
without sex	V.3	.3
never	V.1	.3
other, the other, another	VII.2	.3
same, the same	VII.2	.3
not	V.3	.2
anything	VII.2	.2
no life	V.3	.2
their, theirs	VII.2	.2

4.14 QUIDAM

everybody, every one, every, each, each one	IV.7	2.0
what	IV.12	1.9
who	IV.12	1.9
which	IV.12	1.7
same, the same, the same one, that same one	IV.7	1.0
whom	IV.13	1.0
because	VII.2	.7
whoever, whosoever	IV.14	.7
any, any one	IV.7	.7
that, that one	IV.4	.6
some one	IV.4	.6
something	IV.4	.6
of whom, whose	IV.13	.5
what for	IV.14	.4
other one, another one	IV.4	.4
although	VII.2	.3
however	VII.2	.3
five	IV.7	.3
even	IV.7	.3
which one	IV.13	.3
whatever, whichever	IV.14	.3
when	VII.2	.3
who gave, who gives	IV.11	.3
who then	IV.14	.3
this, this one	IV.4	.3
some	IV.1	.3
himself	IV.4	.3
whenever	VII.2	.3

on account of	VII.2	.3
formerly	IV.7	.3
why	IV.12	.2
for whom	IV.13	.2

4.15 HODIE

yesterday	IV.4	2.6
tomorrow	IV.4	1.5
day	IV.12	1.3
daily	IV.7	.5
winter, in winter	IV.7	.4
garden	IV.7	.3
next day	IV.14	.3
enemy	IV.7	.2

4.16 UNDIQUE

underneath, under, in under	V.1	2.9
under and, and under	IV.11	1.5
at last, finally	IV.7	1.1
also, and also	IV.7	.9
and plus	IV.12	.6
then, and then	IV.7	.6
one and, and one	IV.11	.6
therefore	IV.7	.5
and so	IV.14	.5
whence, from whence	IV.7	.5
nevertheless	IV.4	.4
eleven	IV.7	.4
and where	IV.11	.3
and whence	IV.11	.3
never	IV.7	.3
and wave	IV.11	.3
neither	IV.7	.3
and when	IV.14	.3
as far as	IV.4	.2
afterwards	IV.4	.2
up to	VII.2	.2
around	IV.7	.2
so that	VII.2	.2
five	IV.7	.2
on both sides, on either side	IV.7	.2
when, while	VII.2	.2
meanwhile	IV.4	.2
wherever	VII.2	.2

4.17 HIC

that	IV.4	6.7
he	IV.4	1.7
his	VI.1	1.4
at that place	IV.7	.9
this, that	IV.17	.6
which	IV.4	.4
hither	V.1	.4
how	V.1	.3
what	V.1	.3
why	V.1	.3
this, that, he	IV.17	.2
these	IV.1	.2

4.18 ITA

that	IV.3	2.9
it	V.1	1.6
there	IV.10	1.1
this, this very	IV.3	.8
also	IV.3	.8
then	IV.4	.7
and	IV.3	.6
as	IV.2	.4
street, way	IV.7	.4
for	VII.2	.4
when, while	VII.2	.4
he	VII.2	.3
she	IV.7	.3
life	IV.7	.3
journey	IV.7	.2
like	IV.3	.2
never	IV.4	.2
is	IV.3	.2
may	VII.2	.2
if	V.1	.2
in this place	IV.4	.2
it is	V.1	.2
before	VII.2	.2
where	IV.10	.2

4.19 IBI

where	IV.7	14.8
when	IV.7	6.9
here, in this place	IV.3	3.2
why	IV.9	1.6

who	IV.7	1.5
which	IV.8	.9
that	IV.7	.9
therefore	IV.3	.8
so	IV.4	.5
what	IV.3	.5
this	IV.3	.4
how	IV.4	.4
to you, you	IV.7	.4
to me	IV.7	.3
it, itself	IV.8	.3
whither	IV.4	.3
if	V.1	.2
with	VII.2	.2
whether	VII.2	.2
he	VII.2	.2
himself	IV.7	.2

4.20 IDEM

that, that one	IV.7	4.3
this, this one	IV.4	2.1
self	IV.7	1.3
he	IV.7	1.1
then	V.1	1.0
those	IV.4	.8
them	IV.5	.7
itself	VI.1	.6
item	V.1	.5
these	IV.8	.5
it	IV.12	.5
myself	IV.4	.5
therefore	VII.2	.4
finally	VII.2	.4
someone	IV.3	.4
every, every one, each	IV.4	.4
himself	IV.7	.3
thing	IV.3	.3
his	IV.5	.3
him	IV.8	.3
certain	IV.7	.3
like, alike	VII.2	.2
even	V.1	.2
than	VII.2	.2
the same way, in the same way	IV.1	.2

at that place	VII.2	.2
is	VII.2	.2
themselves	IV.8	.2
so	VII.2	.2
some	VII.2	.2
who	IV.7	.2
very	VII.2	.2
for	VII.2	.2

4.21 ALIQUANDO

other, another, another one, the other one	IV.7	1.5
some one	IV.7	.7
certain, certain one, a certain one	IV.9	.5
everybody, every one, each one	VII.2	.5
how many	IV.8	.4
when, at when	IV.7	.4
quantity, great quantity, large quantity	V.1	.3
how much	IV.7	.3
something	IV.7	.3
everything, all things	IV.9	.3
therefore	IV.4	.2
together	V.3	.2
I ask, I ask about	IV.7	.2
very high, so high	IV.7	.2
alike	V.1	.2
whenever	IV.4	.2
either, either one	VII.2	.2
also	V.1	.2
other than	IV.11	.2
prepared	VII.2	.2
then	IV.4	.2
all the rest	VII.2	.2
great many, good many	V.2	.2
one another, one of another	IV.8	.2

4.22 UTER

use	IV.7	5.2
other, other one, the other, the other one, another	VI.1	2.6
neither	IV.7	1.0
utter	V.1	.8
say	V.2	.6
each	IV.7	.6

both, both of two, each of two	IV.7	.6
speak	V.2	.5
one, one of two	IV.7	.4
whether	IV.7	.4
useful	VI.1	.4
any, any one	IV.4	.4
as	IV.12	.4
solitary, alone	VI.2	.3
none	VII.2	.3
under	V.1	.3
sound	V.3	.2
outer	V.1	.2
march, journey	IV.7	.2
as much, as much as	IV.10	.2
there	VII.2	.2
wife, woman	IV.7	.2
your	V.1	.2
between	IV.7	.2
some	VII.2	.2
therefore	IV.7	.2

4.23 SUUS

your, yours	IV.7	8.2
himself	IV.7	6.9
he	IV.8	4.2
our, ours, our own	V.2	2.7
you	VI.1	2.2
yourself	IV.5	1.9
him	IV.8	1.9
my, my own, mine	IV.7	1.9
selves, themselves, of themselves	IV.7	1.6
they	IV.8	1.0
self	IV.7	.6
myself	IV.5	.6
your own	IV.7	.6
herself	IV.1	.6
itself	IV.7	.5
us, to us	V.1	.5
them	IV.8	.3
are, they are	VII.2	.3
self, own, himself, own	IV.16	.3
your, his	IV.17	.3
I	IV.5	.3
of himself	IV.7	.3

we	IV.5	.2
you, your	VI.3	.2
I am	IV.7	.2

4.24 IPSE

that, that of yours	IV.7	6.2
this	IV.4	2.4
he	IV.4	2.2
same, the same	IV.7	2.2
itself	IV.1	1.4
selves, themselves	IV.1	1.1
herself	IV.1	1.0
these	IV.5	.6
which	IV.4	.5
that, he; he, that	IV.18	.4
his	IV.5	.4
this, that	IV.4	.3
their, their own	IV.5	.2
him	IV.1	.2
her	IV.5	.2
his own	IV.5	.2
and so	V.1	.2
that, self	IV.17	.2
it	IV.4	.2
soon	VII.2	.2
said, he said	VII.2	.2
of himself	IV.1	.2
your own	IV.5	.2
those	IV.7	.2
both	VII.2	.2

4.25 DEINDE

in the end, finally, at last, at length	IV.7	7.6
therefore	IV.9	1.1
nevertheless, however	IV.4	.8
never	IV.4	.5
meanwhile, in the meantime	IV.4	.4
now	VI.2	.4
also,and also	VII.2	.4
often	IV.7	.4
after	IV.1	.4
whence	IV.7	.4
already	IV.4	.4
under, underneath	V.1	.3
yesterday	VII.2	.3

down from	IV.12	.3
about, concerning	IV.12	.3
heretofore, formerly	IV.4	.3
while	IV.7	.2
and	VII.2	.2
always	IV.4	.2
deny	V.1	.2
descend	V.1	.2
before	VII.2	.2

4.26 QUANDO

how much	VI.1	3.2
how many	VI.1	3.0
quantity	V.1	2.9
how great	IV.7	1.0
five	IV.7	.6
four	IV.7	.6
much	VI.1	.5
how	IV.7	.5
question, I question	V.1	.5
squander, to squander, I squander	V.1	.4
whom	IV.7	.4
where	IV.4	.3
fifth	IV.7	.3
fourth	IV.7	.3
number	V.2	.3
so great	IV.8	.2
what	V.1	.2
then	IV.4	.2
than	IV.7	.2
this, this one	VII.2	.2
once	IV.7	.2
why	V.3	.2
which, which one	IV.8	.2
great	VII.2	.2
I search, seek	IV.7	.2

4.27 ULLUS

all	VI.1	5.0
one, one of two, only one	IV.3	4.5
not any, none, no one, no	IV.1	4.1
other, other one, the other, another	IV.7	2.8
some	IV.3	1.7
either	IV.4	1.3
alone	IV.7	1.1

each, every one, every, everything	IV.7	1.0
nothing	IV.1	.8
some one	IV.4	.5
that	IV.7	.5
which, which one	IV.4	.4
something	IV.3	.4
only	IV.7	.4
useful	IV.7	.3
first	IV.8	.3
not	IV.10	.2
ever	VII.2	.2
many	VII.2	.2
whole	IV.7	.2
on	VII.2	.2
one another, one other	IV.7	.2
ugly	V.1	.2

4.28 ILLE

this	IV.7	10.7
this, that	IV.17	1.3
they	IV.1	1.2
those	IV.1	.9
these	IV.4	.6
it	V.1	.5
same	IV.7	.5
her	IV.1	.3
she	IV.1	.3
himself	IV.1	.2
their	IV.1	.2
there	VII.2	.2
its	IV.8	.2
what	IV.4	.2
his	IV.1	.2
self	IV.7	.2
him	IV.1	.2
now	V.1	.2
them	IV.1	.2
then	VII.2	.2

4.29 QUO

who	IV.1	30.2
what	IV.1	10.1
which	IV.1	6.7
whom	IV.1	3.5
why	VI.1	1.6

who, whom (dat); to whom, to who	IV.1	1.1
when	IV.4	1.0
of whom, whose	IV.1	.8
this	IV.4	.6
for	IV.3	.6
those	IV.4	.4
these	IV.4	.4
how many	IV.7	.4
there	IV.4	.3
this, that	IV.17	.3
they	IV.4	.2
to that	IV.5	.2
that, who	IV.16	.2

4.30 EO

I	IV.7	3.2
them	IV.1	2.7
to him, dat. of he	IV.1	2.3
his, of his	IV.1	2.0
they	IV.1	1.7
she	IV.1	1.1
hither, to this place	IV.4	1.0
is	VI.1	.7
me	IV.8	.6
these	IV.1	.6
their, theirs	IV.1	.4
her	IV.1	.4
himself, to himself	IV.1	.4
you	IV.4	.3
out	VII.2	.3
I am, be, to be	IV.7	.3
from	VII.2	.2
my, mine	IV.5	.2
come	IV.4	.2
those	IV.1	.2
us	IV.4	.2
to where, whither	IV.7	.2
give	IV.7	.2

5.1 OCTO

eighth	IV.1	1.1
seven	IV.4	1.0
nine	IV.4	.9
October	V.1	.5
ten	IV.4	.4

five	IV.4	.3
eye	VI.1	.3
night, at night	IV.3	.3
six	IV.4	.3
one	IV.4	.2
active	V.1	.2

5.2 LIBER

children	IV.1	2.8
books	IV.1	1.3
liberty	V.1	1.2
liberate	V.1	.8
child	IV.1	.6
library	V.1	.3
school	IV.10	.2
read	VII.2	.2
dear	VII.2	.2

5.3 ALTUS

height, altitude	IV.1	10.6
other, another, another one	IV.7	.9
white	IV.7	.6
wide	IV.4	.5
width	IV.5	.3
depth	IV.1	.3
alter	V.1	.2
another, another of two	IV.7	.2
all	V.1	.2

5.4 MULTUM

many	IV.1	67.8
great, large	IV.7	1.4
multitude	V.1	.3

5.5 DEUS

gods	IV.1	3.1
goddess	IV.1	2.4
day, days	VI.1	2.2
two	IV.7	1.0
good	IV.3	.4
long, long time	IV.7	.2

5.6 LIBERI

book, books, of book, of books	IV.7	16.5
free, free man	IV.1	12.9
liberty, of liberty, liberities	V.1	4.5

freedom, of freedom	V.2	3.1
set free	IV.7	1.3
library	V.1	1.1
child	IV.1	.8
school	IV.2	.7
freed, I freed	IV.1	.4
letter	VII.2	.3
be free, to be free	IV.1	.3
free born	IV.1	.2
read	VI.2	.2
freely	IV.1	.2
boy, of boy	IV.1	.2
children, books	IV.17	.2

5.7 DIU

day	VI.1	5.2
goddess, goddesses	IV.7	3.4
god, gods	IV.7	2.9
time	IV.3	.9
how long	IV.15	.7
longer	IV.1	.7
for a distance, at a distance, in a distance, far	IV.3	.6
finally	IV.3	.6
two	IV.7	.5
do	V.1	.5
while	IV.3	.4
therefore	IV.7	.4
meanwhile, in meanwhile	IV.3	.3
for	IV.3	.3
after a long time, at length	IV.3	.3
for a time, for a while	IV.3	.3
then	IV.4	.3
when	IV.4	.2
suddenly	IV.4	.2
to	IV.8	.2
other	VII.2	.2
long ago	IV.1	.2
about	IV.7	.2
no longer	IV.1	.2
at last	IV.3	.2
swiftly	IV.4	.2
you	VII.2	.2
at home	IV.7	.2

5.8 SUMMUS

we are, we be	IV.7	14.2
high, deep	IV.1	4.3
summon, summons	V.1	2.5
height	IV.3	1.7
on top, on top of, at top of	IV.1	1.6
sum	V.1	1.2
sleep, slumber	IV.7	1.1
we	IV.12	1.0
all	IV.8	.9
summer	V.1	.9
we are able, we can, be able	IV.7	.7
total, sum total	IV.7	.6
am, I am	IV.12	.6
mountain, top of mountain, mountain top	IV.15	.6
great	IV.1	.5
many	VI.1	.4
hill	IV.6	.4
whole	IV.7	.3
greatly	IV.1	.3
call	VII.2	.3
was, he was	IV.13	.3
be, to be	IV.13	.3
we were	IV.8	.3
amount	V.2	.3
you are	IV.8	.3
take up, undertake, we undertake	IV.7	.3
is, it is	IV.13	.3
they are	IV.8	.3
are	IV.8	.2
most	IV.4	.2
yours	IV.7	.2
greatness	IV.1	.2
bottom	IV.7	.2

5.9 REDDO

red	V.1	4.3
ready, be ready, I am ready	V.1	3.3
read, I read	V.1	3.1
laugh, laugh at	IV.7	1.9
go back	IV.7	1.3
take back	IV.3	1.3
send back	IV.4	.8

surrender, give up	IV.1	.8
get ready, make ready	V.1	.6
rid, rid of, I rid	V.1	.5
I drive back	IV.8	.4
run, I run	IV.7	.4
I lead back, bring back	IV.7	.4
ride	V.1	.3
color	V.4	.2
name	VII.2	.2
quick, quickly	VII.2	.2
take by force, seize	IV.7	.2
set back, put back	IV.4	.2

5.10 DEPONO

depend, I depend	V.1	8.5
leave, go away, go away from, get away	V.2	2.1
seize from, snatch away, I take from, remove	IV.14	1.8
place about, I put about	IV.11	1.2
deponent	V.1	1.0
place before, set forth, propose	IV.14	1.0
despair	V.2	.6
I put upon, I place upon, I place on	IV.14	.6
I give back, I place back, put back, I replace	IV.14	.6
respond	VI.1	.6
despondent, I am despondent	V.1	.5
displace	IV.14	.5
put in place, arrange, station	IV.7	.5
place under, put under, place below	IV.14	.4
place out	IV.14	.4
carry back, bring back	IV.3	.4
down from	IV.12	.4
I drive down, send down	IV.14	.4
despond	V.1	.3
deport, carry from, place from	IV.14	.3
let fall, drop	IV.7	.3
tear down, break down	IV.14	.3
throw down	IV.14	.3
repulse, drive, drive away	IV.3	.3
place after	IV.14	.3
response	VI.1	.2
take, take out	VII.2	.2

place concerning, concerning the place	IV.11	.2
roam, I wander away	IV.14	.2
throw back	VII.2	.2
scatter, place apart	V.2	.2
about to place, about the place	IV.11	.2
dependent	V.1	.2
I lack	IV.3	.2
break up	VII.2	.2
abandon, leave behind	IV.3	.2
misplace	IV.14	.2
deplore	V.1	.2
hold back	VII.2	.2
unable, not able	IV.8	.2
send back	VII.2	.2
think, ponder	V.1	.2

5.11 PAREO

make ready, get ready	VI.1	22.4
part verb, I part, to part	V.1	3.2
prepared, be prepared, ready, I am ready	IV.8	1.5
small, little	IV.7	.6
spare	VI.1	.6
please	IV.7	.5
pair	V.1	.3
I talk, speak	V.3	.3
compare	V.1	.3
order, command	IV.2	.3
pare	V.1	.3
part of, parts	V.1	.3
hunt for, seek	IV.7	.3
give, give out	IV.7	.2
equal, equal to	IV.7	.2
parent, parents	V.1	.2
separate	IV.9	.2
I save	V.3	.2
pardon, I pardon	V.1	.2
carry	IV.7	.2
depart, I depart	IV.11	.2
hasten	IV.7	.2

5.12 VIGINTI

thirty	IV.4	3.4
maiden, maidenly, lass	IV.7	3.4

watch, watchman, night watch	IV.7	3.2
ten	IV.4	.8
eighteen	IV.4	.6
vigil	V.1	.5
vigilance	V.1	.4
five hundred	IV.4	.4
virgil, virgils	V.1	.4
fire	IV.7	.3
vigilant	V.1	.3
neighbor, neighbors	IV.7	.3
vigor, vigorous	V.1	.3
lady, ladies	V.3	.2
overcome, conquer	IV.7	.2
women	IV.8	.2
seventeen	IV.4	.2

5.13 ANTIQUUS

before	IV.7	.8
before whǫ, before whom	IV.11	.6
against	V.2	.4
antiquity, ancient times	IV.1	.3
remaining	IV.7	.2
before us	IV.11	.2
before which	IV.11	.2

5.14 QUARTUS

four	IV.1	21.8
quarter, quarters	V.1	11.6
quart	V.1	6.3
fifth	IV.4	.7
forty	IV.1	.6
quartet	V.1	.5
five	IV.10	.5
quantity	V.1	.5
much, many	VI.1	.4
how much, how many	IV.7	.3
how great	IV.7	.3
fourth part, one-fourth	IV.1	.3
part	IV.2	.2
twenty-five	V.3	.2
quarter, fourth; one-quarter, fourth	IV.17	.3

5.15 PECUNIA

different, funny, strange, odd	V.2	1.3
booty	IV.3	.2
flower	V.4	.2

punishment	IV.7	.2
small	VII.1	.2

5.16 ITER

between	IV.7	4.0
among	IV.7	2.8
therefore	IV.7	2.8
there	VI.1	1.3
again	IV.7	1.0
into	V.1	.9
across	IV.2	.6
it, itself, its	V.1	.6
so, thus	IV.7	.6
and so	IV.7	.5
through	IV.10	.4
inside, inside of, within	IV.7	.4
after	VII.2	.4
either	IV.7	.3
that	VII.2	.3
in	V.1	.3
then	VII.2	.3
meanwhile	IV.7	.3
do, make	VII.2	.2
but	VII.2	.2
enter	V.1	.2
other	VII.2	.2
before	VII.2	.2
which, which of two	IV.7	.2
for	VII.2	.2
both, both of two	IV.7	.2
narrow	IV.2	.2

5.17 SPES

space	V.1	3.9
spy, spies	V.1	1.8
thing, things, affair	IV.7	1.6
foot, feet	IV.12	.8
see, you see, look at	V.3	.6
spectacle	V.1	.5
day	IV.7	.3
distance	IV.7	.3
star, stars	V.1	.3
foot soldier, foot soldiers	IV.13	.2
speak	V.1	.2
spend	VII.1	.2

eye	VI.1	.2
home	IV.3	.2
whole	VII.2	.2
faith	IV.2	.2
specie, species	V.1	.2

5.18 EXEO

out, out of	IV.12	4.0
exit	IV.1	2.8
from there, take from that place, from that place	IV.11	1.2
from him	IV.11	1.1
send out, put out, drive out	IV.14	.7
take out, take out of, take from take away	IV.14	.6
exile	V.1	.6
from, I from, away from	IV.12	.5
exit, go out; exit, go from	IV.16	.5
from them, of them	IV.14	.5
exercise, I exercise	V.1	.5
exist	V.1	.4
from this	IV.11	.4
excede, excel	V.1	.3
that from, out of that, from that	IV.11	.3
from me	IV.14	.2
go back	IV.14	.2
go to, go towards	IV.14	.2
train	VII.2	.2
execute	V.1	.2
exert	V.1	.2

5.19 LIBENTER

free, free men	IV.7	10.2
liberty, at liberty	V.1	5.7
freedom	V.2	3.8
set free, to make free	V.2	2.3
book, books, of books	IV.7	1.4
always	IV.7	1.1
children	IV.7	.9
freed	IV.7	.8
liberal	V.1	.6
liberator	V.1	.6
library	V.1	.5
to be set free, they were freed, they are free	IV.8	.5

quickly, swiftly	IV.7	.4
carefully	IV.7	.4
reader	VI.2	.4
read	IV.10	.4
school	IV.10	.3
work, labor	VI.1	.3
glad	IV.1	.3
free born, free born children	IV.7	.2
letter	IV.7	.2
wisely	IV.4	.2
happy	IV.1	.2
gently	IV.7	.2
lightly	IV.7	.2
librarian	IV.8	.2

5.20 DEXTER

left	IV.7	4.2
dexterity	V.1	1.1
dexterous	V.1	.6
next	V.1	.5
swift, quick	IV.7	.4
quickly	IV.7	.3
dexterously	V.1	.2
out of	IV.12	.2
twenty	IV.10	.2
wing	IV.6	.2
always	IV.7	.2
able	V.2	.2

5.21 COMMUNIS

community, community's	V.1	18.4
communicate, he communicates	V.1	8.8
commune, commune with, communed	V.1	4.6
communication	V.1	1.5
speak, speak together, talk, talk with	V.3	.8
group	V.3	.7
get together, assemble	VI.1	.4
all, all together	V.3	.3
town, village	V.3	.3
neighbor	V.3	.3
gathering, community gathering	V.3	.3
assembly, assemblage	VII.2	.2
between, go between	V.3	.2
commotion	V.1	.2
communion	V.1	.2

communist	V.1	.2
companion	V.1	.2
commute, commuter	V.1	.2
share	VII.2	.2

5.22 DEFENDO

defender, defenders	IV.1	.3
defense	IV.1	.2
resist	IV.4	.2
defeat	V.1	.2

5.23 HORTOR

garden	IV.7	10.7
horror	V.1	3.0
hour, hours, hourly	VI.1	2.7
gardener	IV.8	2.6
horrid, horrible	V.1	.6
enemy	IV.7	.5
flower, flowers	VI.1	.4
allow	IV.7	.3
honor	V.1	.2
yesterday	VII.2	.2
frighten	VII.2	.2
hoard	V.1	.2
follow	IV.7	.2
hate	V.1	.2

5.24 MENS

month	IV.7	3.0
table, desk	IV.7	2.8
mountain	IV.7	2.2
men	V.1	2.1
death	IV.7	.6
food	VI.1	.5
many	V.1	.5
manner, manners, custom	IV.7	.5
menu	V.1	.4
my, mine	V.1	.3
mean	V.1	.3
dinner, supper, meal	V.3	.3
hand, hands	IV.7	.3
clan, tribe	VI.1	.3
guard	V.3	.2
sound	IV.2	.2
man	V.1	.2

mention	V.1	.2
mend	V.1	.2
brain, brains	IV.2	.2
sea	IV.7	.2
river	IV.7	.2
means	V.1	.2

5.25 CERTUS

certainly, surely	IV.1	11.5
certify	V.1	.8
care, care for, takes care of	IV.7	.6
hundred, one hundred, hundredth	IV.7	.6
certificate	V.1	.4
deer	IV.7	.4
swift	IV.7	.3
swiftly, quickly	IV.7	.3
yes	IV.1	.3
clear	VII.2	.3
other	IV.7	.2
short	V.2	.2
center	V.1	.2
dear	IV.7	.2
inform	IV.15	.2
grain	V.2	.2

5.26 SUPPLICIUM

supply, supplies	V.1	31.4
help, aid, assistance	VI.1	3.6
beseech, beg, supplicate, plead, pray for	IV.1	2.3
plenty	V.2	.8
supplement	IV.7	.7
punish	IV.1	.3
supplicant	IV.1	.3
plan	IV.7	.2
sudden, suddenly	V.1	.2
on piles, resting on piles	IV.7	.2
supple	V.1	.2
advice	IV.7	.2
inflict	IV.6	.2
support	V.1	.2
power, command	IV.7	.2
reward	IV.7	.2
battle	IV.7	.2

grain	IV.7	.2
suffer	IV.2	.2
	5.27 LAETUS	
wide, broad	IV.7	7.8
late	V.1	2.3
light	V.1	2.1
life, lifes	V.1	1.6
high, deep	IV.7	.8
latitude, width	IV.8	.7
joy	IV.1	.4
shore	IV.7	.4
like	V.1	.3
sky	VII.2	.3
lamp	V.3	.3
long	V.3	.2
happiness	IV.1	.2
at length, longwise	IV.7	.2
bright	V.2	.2
summer	IV.7	.2
flower	V.4	.2
wing	V.3	.2
milk	VII.1	.2
widely	IV.8	.2
	5.28 SAEVUS	
save, to save	V.1	5.1
safe	V.1	1.6
servant	IV.7	1.3
slave, slaves	IV.7	1.0
serve, serves, server	VI.1	.9
sorrowful, unhappy, sorry	IV.7	.9
savior, saver	V.1	.8
joyful, glad, happy	IV.7	.4
safety	V.1	.4
service	V.1	.2
saving	V.1	.2
female servant, lady servant	IV.7	.2
know, knowing	VII.2	.2
saved	V.1	.2
	5.29 MATURO	
mature, I am mature	V.1	20.0
grow, grow up, grow large	VI.1	3.9
mother, mothers	VI.1	2.3

old	V.2	2.2
nature	V.1	1.6
ripe	VI.1	1.3
matured	V.1	1.1
maturity	V.1	.9
age, old age, I age	VI.1	.8
lady, old lady, woman	VI.1	.5
to mature, I mature	V.1	.5
make	V.3	.4
mature, old	VI.3	.4
end	V.3	.4
mature, grow	VI.3	.4
marry, I marry	V.1	.3
middle	V.3	.2
grow old	V.2	.2
I live	VII.2	.2
natural	IV.8	.2
aged	V.2	.2
matron	V.1	.2
take care of, take charge of	IV.10	.2

5.30 CONTENDO

content, I content, to content	V.1	10.8
bind, hold together, hold back, hold in, restrain	IV.7	1.6
I tend, attend	V.1	.6
contain	V.2	.5
contented	V.1	.5
satisfied, I am satisfied	V.2	.5
intend, I intend	V.1	.4
satisfy, I satisfy	VII.2	.4
happy	V.2	.4
continue, I continue	V.1	.3
please, I please	VII.2	.3
contents	V.1	.2
against	V.3	.2
I encamp	VII.2	.2
I bring together, put together	IV.8	.2
contended	V.1	.2
keep, preserve	IV.7	.2

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